

1899

## 1899-1900 Twenty-Sixth Annual Catalog of the Southern Illinois State Normal University

Southern illinois State Normal University

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1900 - 02







TWENTY-SIXTH

Annual Catalog

OF THE

Southern Illinois

State Normal University

Carbondale.

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1899-1900

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PUBLISHED BY THE UNIVERSITY

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BLOOMINGTON, ILL.  
PANTAGRAPH PRINTING AND STATIONERY CO  
1900.



## TRUSTEES.

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HON. S. P. WHEELER, President, Springfield.

E. J. INGERSOLL, Secretary, Carbondale.

A. C. BROOKINGS, DuQuoin.

D. W. HELM, Metropolis.

F. C. VANDERVORT, M. D., Bloomington.

HON. ALFRED BAYLISS, Ex-Officio, Springfield.

# FACULTY.

---

DANIEL BALDWIN PARKINSON, M. A., PH. D., PRESIDENT.  
Psychology.

MARTHA BUCK,  
English Grammar.

GEORGE HAZEN FRENCH, M. A.,  
Curator of Museum, Physiology and Natural History.

MATILDA FINLEY SALTER,  
Drawing.

GEORGE WASHINGTON SMITH, M. A., SECRETARY OF FACULTY,  
Civics, Geography and History.

SAMUEL ERNEST HARWOOD, M. A.,  
Methods in Arithmetic and Higher Mathematics.

CALOS EBEN ALLEN, B. A.,  
Latin, Greek and German.

HENRY WILLIAM SHRYOCK, PH. B., VICE-PRESIDENT AND REGISTRAR,  
Reading, Elocution, Rhetoric and English Literature.

JAMES KIRK, M. A., SUPERINTENDENT TRAINING DEPARTMENT,  
Pedagogy and School Law.

ADDA PATTERSON WERTZ, CRITIC TEACHER,  
Intermediate Department.

ELIZABETH PARKS, CRITIC TEACHER,  
Primary Department.

WASHINGTON BEATY DAVIS, M. A.,  
Physical Sciences.

FRANK HALL COLYER, B. A.,  
Instructor in History, Geography and Spelling.

MARY MINNIE McNEILL,  
Vocal and Instrumental Music.

HARRY JOSHUA ALVIS, CRITIC TEACHER,  
Grammar Department.

MINNIE JANE FRYAR,  
Instructor in Reading, Literature and Writing.

JOEL MORGAN BOWLBY,  
Instructor in Arithmetic, Book-keeping.

MABEL KATHERINE PETERS,  
Instructor in Ninth Grade.

JOHN MARTIN PIERCE, M. A.,  
Director of Physical Training, German.

BESSIE MILNER THOMPSON,  
Librarian.

AUGUSTA McKINNEY,  
Stenographer and Clerical Assistant.

# CALENDAR, 1900-1901.

1900

1901

## JULY

S	M	T	W	T	F	S
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## AUGUST

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## OCTOBER

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## NOVEMBER

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## APRIL

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## JULY

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## AUGUST

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## SEPT.

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## OCTOBER

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## NOVEMBER

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## DECEMBER

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22	23	24	25	26	27	28
29	30	31	..	..	..	..

◆ Opening day of term.      ● Closing day of term.



## HISTORY.

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An act of the General Assembly of the State of Illinois, approved April 20, 1869, provided for the establishment of this Normal School. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. The corner-stone was laid on the 17th day of May, 1870, with impressive ceremonies by the Masonic fraternity. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a summer session of four weeks was opened, with fifty-three pupils attending.

On the sixth day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 o'clock p. m., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the large library was saved, and most of the furniture; also the philosophical and chemical apparatus.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime, a plan was pro-

posed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated \$152,065 to replace the first building, then lying in ruins.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school on the following Monday.

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## AIMS.

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Educational institutions may be divided according to their aims into four classes:

First: The public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the state. Second: Colleges and universities whose object is the general and full development implied in complete manhood and in the best preparation for professional life. Third: Professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. Fourth: Such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best mental and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to create and sustain a

high standard of educational work. It serves as a driving force and a balance wheel to the whole system. Sanctioned and supported by the state, it can institute those investigations and experiments which result in so much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the state by teaching in the public schools. If the state needs a great university which shall be a center of educational forces; if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the state. Man is more than all things else, and whatever contributes to his development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess two elements of success; a full development of mental power, and a thorough mastery of the sciences involved; and a thorough training in methods of instruction and school management. If we should neglect the former, our graduates would be supplanted by those of other schools; and if we fail in the latter, there would be no good reason for our existence. Hence we aim, First, to insure a broad and thorough culture; and Second, to give special prominence to the professional work peculiar to a normal school.



## GENERAL INFORMATION.

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### Location, Etc.

Carbondale is a city of about 4,000 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipation, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and honored by all. The Illinois Central railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

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### University Calendar.

Fall Term begins Tuesday, September 11, and closes Thursday, December 20, 1900.

Winter Term begins Tuesday, January 1, and closes Thursday, March 21, 1901.

Spring Term begins Tuesday, March 26, and closes Thursday, June 13, 1901.

Length of Terms: Fall, 15 weeks; Winter, 12; Spring, 12.

Closing Examinations for 1900 begin June 12; for 1901 June 11.

Commencement for 1900, June 14; for 1901, June 13.

## **Terms of Admission.**

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must pledge themselves to teach in the public schools of the state for a time not less than that covered by their attendance on the school, the pledge to be void, however, if engagement to teach cannot be secured by reasonable effort.

To be admitted to the Normal department proper of the University, students must have completed their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate, in counties where the standard is high. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, the result of an entrance examination, or the completion of our preparatory course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Preparatory department, but in no case for a longer period than two terms except on payment of tuition.

To be admitted to the Preparatory department the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a certificate stating that he has passed the "final" examination provided by the county superintendent, or an examination here. If under sixteen years of age, he will not be required to give a pledge to teach, nor will he receive free tuition.

The Practice School receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of high schools accredited by the University of Illinois will receive a credit of one year's work on our course of study, excepting all professional work. This credit of one year's work will include a sufficient number of the following studies: B Arithmetic, B Reading, B Geography,

Penmanship, B History, Physiology, C Algebra, B Grammar, Bookkeeping, B Zoology, B Botany, B Physics, Civil Government, General History, C Geometry, B English Literature, and three terms of Latin.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The entrance examinations in the common school branches will cover about the same ground and require about the same accuracy as in county examinations where the standard is high.

Those who fulfil other conditions and have an average grade of eighty-five or more are placed in the Normal department; those whose grades are seventy or above and less than eighty-five, are entered in the preparatory classes; but those who fall below seventy will not be admitted unless their ages would locate them in the Practice school.

Applicants for admission should bring certificates of examination, or diplomas which they may have; or in the absence of these, letters of recommendation as to moral character, etc. It is well for young people to know that some one stands behind them vouching for their conduct.

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## Expenses.

### TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the institution requires that there shall be a fee charged for incidentals. At present this fee is \$3.00 for the term of fifteen weeks, and \$2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses,	\$9 00	\$6 00	\$6 00
Preparatory Course,	6 00	4 00	4 00
Practice School,	4 00	3 00	3 00

The first three grades are admitted without tuition.



**BOARDING.**

Board can be had in good families in Carbondale at rates varying from \$3.00 to \$3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to \$2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to less than \$100.00 per year.

**BOOKS.**

Books are sold at the book stores of Carbondale at reasonable prices. The institution does not deal in text-books. Students should bring what text-books they have with them. It may save considerable expense.

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**Physical Training.**

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Preparatory department are required to take (must make one passing grade in) physical training; and in order to graduation in any of the Normal courses of study, three passing grades are required in addition to that in the preparatory course. No student will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability or some other reasonable cause. Physical training is a part of every course of study and is to be taken at the time designated in each course. If the student is irregular, he must, in this case as others, take the earlier work first.

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**Spelling.**

All preparatory students are required to enter the class in Spelling and remain in the class until their proficiency will

justify their discharge. Any student of the Normal classes who shall misspell five words in any written exercise submitted to a teacher, will also be assigned to this class. The spelling is conducted by dictation, writing, and defining.

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### **English Composition.**

All first-year Normal students are required to take English Composition once a week through the school year. Physical training will be omitted on Wednesday of each week and English Composition will take its place on that day.

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### **Instrumental Music.**

This department was created a few years since. A superior piano was purchased and the work put in the hands of a special instructor. Tuition for special students in music, two lessons per week for the fall term, \$9. For each of the other terms, \$7.50. To students taking other work in the school the tuition is one-half of the above rate.

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### **Diplomas.**

Diplomas are granted to those who complete one of the prescribed courses of study.

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### **Discipline.**

Progress in all government has been toward self-government; this is by self-activity, not by repression from others. Poor teaching requires much discipline. In a Normal school, discipline is at a minimum because the students are there for a purpose they appreciate.

## Museum.

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The museum is located in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school. Great care has been given to the selection of this illustrative material, which is of great value to those studying Natural History.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in Central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

The vertebrates are represented by a large collection of mounted birds and mammals, and some reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.



### **Illustrative Apparatus.**

The value of illustrative apparatus can scarcely be over-estimated. The institution has recognized this fact from the first. The General Assembly has from time to time made ample appropriations for this purpose. The new building, recently completed, provides for a larger use of apparatus, more especially in the line of individual research. To supply this demand the legislature has again responded in a liberal manner, and the laboratories are fitted up with a full equipment of appliances for doing excellent work in each department. The plan of using the apparatus is largely that of the inductive method. The highest cultural value comes from a wise union of the two.

But the science instruction is not confined to the new building; in the Practice School careful teaching is done in this line, using, however, the material of the museum and laboratories for their study.

The facilities for teaching physics include, among other pieces of value, electrical machines, electrical dynamo, air pumps with necessary accessory attachments, microscopes, thermo-electric pile, a good selection of Crooke's and Geisler's tubes, electrical rotator, a large Ruhmkorff's induction coil, a McIntosh college stereopticon with vertical attachment, and a large selection of scientific views, a heliostat, solar microscope, parabolic mirrors, Wheatstone bridge, resistance box, and tangent galvanometer.

The institution has an excellent chemical laboratory which is well supplied with water, gas and Bunsen burners for heating purposes, eight large double working-tables for experimentation and analytical work, each supplied with a full set of reagents, and an ample set of chemical apparatus for all experimental work.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks for men-

uration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The University has also an excellent telescope from the factory of the noted firm of Clark & Sons, Boston. The instrument has a five-inch object glass, and eye pieces, varying in powers from 50 to 360. This instrument is used frequently in observing the moon, sun spots, the planets and their satellites, nebulae, etc.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which added to the former supply of such material, makes the equipment very complete.

The department of history has received its share of facilities for illustration in the line of globes, maps, a case of historical relics, souvenirs of travel, and recently by the purchase of many historic views.

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### **Library and Works of Reference.**

The University has several complete sets of books of reference—cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which are placed in the Assembly Hall, and in the several recitation rooms, so that the students may consult them to the best advantage.

The library proper occupies a spacious room 50 by 60; it is well furnished, and is open all of each school day, and from eight to twelve on Saturdays. It is constantly in the care of a skillful librarian. The library contains now nearly 15,000 volumes, including a professional library for teachers rarely equaled in an institution of this kind. The reading room in connection with the library is an invaluable adjunct. Nearly two hundred dollars are expended annually for current literature. The best of this is bound each year at an expense of

nearly one hundred dollars. By the use of Poole's Index the magazine articles are readily found. The general library is cataloged by the "Dewey system."

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### **Literary Societies.**

There are two literary societies. They meet on Friday evening. These afford one of the best means of culture, discipline, and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. The programs of these organizations represent the energy of students, and show their devotion to the practical preparation for the public duties of life.

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### **Christian Associations.**

The Young Men's Christian Association and the Young Women's Christian Association each has a well conducted organization, which meets weekly in a room fitted for their use. Their committees look after new students upon their arrival and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The state college secretaries of each of these pays them a visit twice a year for conference and direction.



## DEPARTMENTS AND COURSES OF STUDY.

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There are three departments: the Normal, the Preparatory, and the Practice School.

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### **The Normal Department.**

This department gives thorough instruction in the elementary and higher portions of the school course of study, and, indeed, fits the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through either course shall not be a novice in his calling when he enters the school-room. With this idea in mind, every branch prescribed to be taught in the common and high schools of our state is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of our teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The practice work is designed to fit students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice teacher upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the Practice School, under the constant supervision of critic teachers of the Normal School.

In the Normal Department three courses of study are offered as follows: The first and second are each four years in length; the third one year.

1. **THE ENGLISH COURSE.** The student who is sixteen years of age and has obtained a certificate of good rank as a teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course of mathematics, and all the professional work—methods of teaching in all of its branches, psychology, pedagogy, and practice teaching under the critic teacher; this course is fully given on another page.

2. **THE LATIN OR GERMAN COURSE.** This provides for eleven terms of Latin, or nine terms of German in addition to much that occurs in the English course.

3. **THE PROFESSIONAL COURSE.** This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if necessary, and includes psychology, pedagogy, three terms of practice teaching, drawing, school law, and method work in all the common school branches.

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### **The Preparatory Department.**

This course is for those who have completed the nine grades in the Practice School or hold a certificate from the

“final examination” by the county superintendent, but who are not sufficiently mature to enter the higher classes. The studies in this course are such as this class of students may require, and will cover about one year’s work, more or less, depending upon the strength and age of the pupil.

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### **The Practice School.**

This department consists of from one hundred to a hundred twenty children, who are divided into nine grades corresponding to the grades in the public schools. These are in charge of critic teachers and of the superintendent of practice work. The Practice School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a practice school in the best sense for the development of model teachers.

The courses of study show the practice teaching to come at certain times, but the superintendent of the Practice School has the privilege to call on students to teach whenever they are ready for the work, and the superintendent is satisfied their services should be rendered.

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### **Two Years’ Certificate.**

Upon the completion of the first two years’ work in either course a certificate will be issued stating the fact and naming the studies completed. Students receiving credits on a portion of this work which may be done elsewhere, and completing the remainder will be entitled to the same certificate.

This two years' work in the English course offers a review in the common branches, methods in the common branches, three terms in pedagogy and two terms of teaching in the Practice School. In the Latin or German courses some of these features are wanting, but the two years of Latin compensates for the loss.

This course will fit the student for doing excellent work in the school room. And should the student not be permitted to remain longer than the two years he will have an official statement as to his attendance and attainments.

This provision meets a demand recognized for many years, but not provided for heretofore.



## COURSES OF STUDY.

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### PREPARATORY COURSE.

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<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
2 D Grammar.	2 C Grammar.	2 C Geography.
3 D History.	3 C History.	3 D Drawing.
4 C Physics.	4 C Zoology.	4 C Botany.
5 D Arithmetic.	5 C Arithmetic.	5 C Reading.
6 Physical Training.	6 Writing.	6 Physical Training.
7 Spelling $\frac{1}{2}$ .	7 Spelling $\frac{1}{2}$ .	7 Spelling $\frac{1}{2}$ .

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### PROFESSIONAL COURSE.

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<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
1 Practice.	1 A History.	2 Practice.
4 { A Grammar.	1. A Arithmetic.	4 A Reading.
{ A Drawing.	3 Practice.	4 A Psychology.
5 { Eng. Analysis.	4 B Psychology.	6 A Pedagogy.
{ School Law.	6 B Pedagogy.	7 A Geography.

## ENGLISH COURSE.

*Fall Term.**Winter Term.**Spring Term.*

## FIRST YEAR.

1 B Arithmetic.	1 A Arithmetic.	1 C Drawing.
2 Physiology.	4 B Geography.	4 A Reading.
3 B Grammar.	5 D Pedagogy.	5 C Pedagogy.
6 E Pedagogy.	6 B Reading.	6 B History.
7 Phys'l Training.	7 Phys'l Training.	7 Phys'l Training.

## SECOND YEAR.

1 Vocal Music.	1 A History.	1 B Botany.
2 Practice.	3 Practice.	3 School Law.
3 B Drawing.	4 A Grammar.	4 Civics.
6 Zoology.	6 B Physics.	6 D Algebra.
7 Eng. Authors.	7 Vocal Music.	7 A Geography.

## THIRD YEAR.

1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	4 B Psychology.	3 B Literature.
6 Gen. History.	6 Gen. History.	6 A Drawing.

## ELECTIVES.

*A Physiology.*  
*Practice.*  
*Book-keeping.*

*Astronomy.*  
*History of Art.*  
*Elocution.*

*Geology.*  
*English History.*  
*A Algebra.*

## FOURTH YEAR.

3 C Geometry.	3 B Geometry.	2 Eng. Analysis.
4 Phys'l Geography.	4 A Literature.	4 A Psychology.
6 Chemistry.	6 B Pedagogy.	6 A Pedagogy.

## ELECTIVES.

*A Zoology.*  
*Ref'n & Revol'n.*  
*Trig. & Sur.*

*A Chem. & Mineralogy.*  
*Sociology.*  
*Anal. Geometry.*

*A Botany.*  
*Adv. Literature.*  
*A Geometry.*  
*A Latin (for Latin Course.)*

## LATIN OR GERMAN COURSE.

*Fall Term.**Winter Term.**Spring Term.*

## FIRST YEAR.

1 B Arithmetic.	1 A Arithmetic.	3 B Grammar.
2 Physiology.	3 C Drawing.	4 J Latin or G Ger.
4 L Latin or I Ger.	4 K Latin or H Ger.	5 B Drawing.
6 E Pedagogy.	5 D Pedagogy.	6 B History.
7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.

## SECOND YEAR.

1 Vocal Music.	1 A History.	1 B Botany.
3 I Latin or F Ger.	3 H Latin or E Ger.	3 G Latin or D Ger.
4 { A Grammar. A Drawing.	4 B Geography.	4 A Reading.
6 Zoology.	6 B Physics.	6 D Algebra.
7 Eng. Authors.	7 Vocal Music.	7 A Geography.

## THIRD YEAR.

2 C Algebra.	2 B Algebra.	3 Practice.
3 Rhetoric.	4 Practice.	5 C Pedagogy.
6 F Latin or C Ger.	6 E Latin or B Ger.	6 D Latin or A Ger.

## FOURTH YEAR.

2 C Latin.	2 B Latin.	1 Practice.
3 C Geometry.	3 B Geometry.	3 A Literature.
5 { Eng. Anal. School Law.	6 B Pedagogy.	6 A Psychology.

N. B.—The hours for recitation in German are not as above indicated but are shown in program of exercises immediately following.

The electives in this course, six of which must be taken, are as follows:

1. All electives offered in the English Course.
2. Those subjects required in the English Course but not required in the Latin or German Course.
3. A Latin.

# PROGRAM

## FALL TERM

1		1 Physiol. 1		4 Phy. Geo.	1 B Arith 1	
2		† D Gram.	Sup. Draw.		3 C Alg. 3	C Latin
3		1 B Gram.	2 B Draw.	† D Hist.	4 C Geom. 4	I Latin
4		A Gram. $\frac{1}{2}$ 2	A Draw. $\frac{1}{2}$ 2			L Latin
5		E. Anal. $\frac{1}{2}$ 4				
6		2 Zoology			4 Trig & Sur 4	F Latin
7		4 <i>Biology</i> 4		4 <i>Ref'n &amp; Rev'n</i> 4		

## WINTER TERM

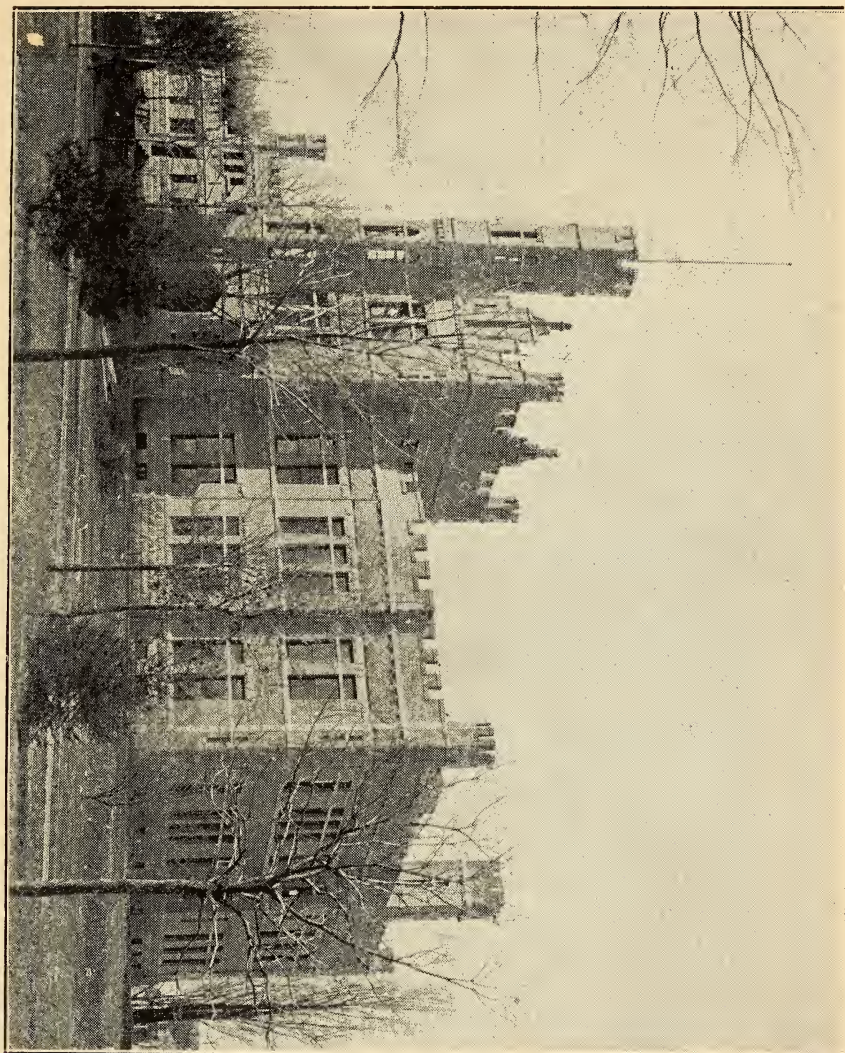
1		† C Zool.		2 A Hist. 2	1 A Arith 1	
2		† C Gram.	Physiol. *	Sup. Draw.	3 B Alg. 3	B Latin
3				C Draw.	† C Hist.	4 B Geom 4
4	3 B Psychol	2 A Gram.			3 C Geom *	K Latin
5						
6			3 <i>H. of Art</i> 3			E Latin
7		Zoology *			4 <i>Anl Geom</i> 4	

## SPRING TERM

1		† C Botany	1 C Draw.	3 Phy. Geo.	4 A Geom. 4	
2		4 Eng. Anal	Physiol. *	Sup. Draw.	† C Geog.	3 A Algebra
3		B Gram. 1		† D Draw.		G Latin
4	4 A Psyc'l 4	† C Botany		2 Civics	3 B Geom *	J Latin
5			B. Draw. 1			
6		2 B Bot'y 2	3 A Draw.	1 B Hist. 1	2 D Alg. 2	D Latin
7		4 <i>Biology</i> 4		2 A Geog. 2		A Latin

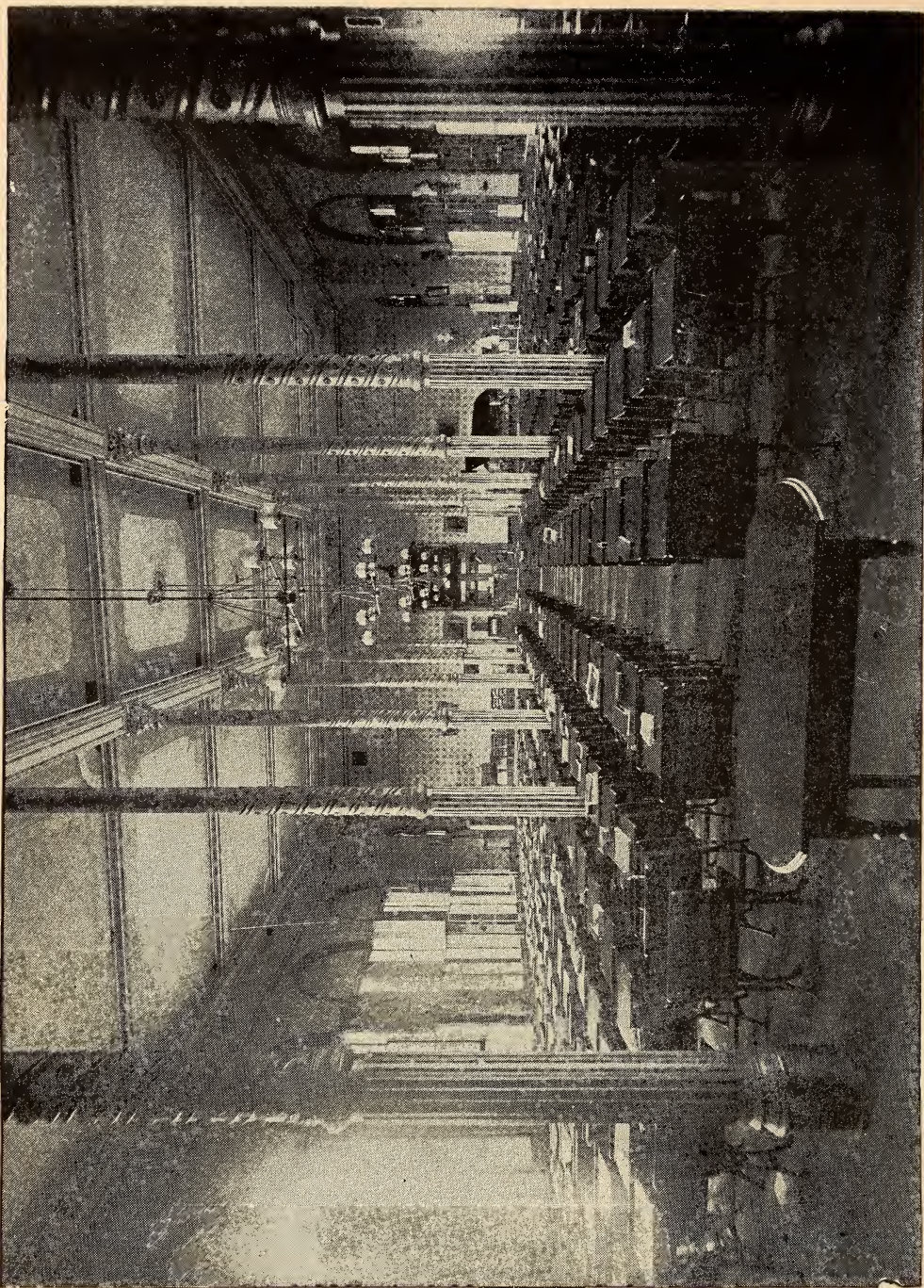
N. B.—Explanation of symbols: \* Irregular Classes; † Preparatory Classes; § Ninth Grade; *Italics*, Elective.





SCIENCE BUILDING.







## OF EXERCISES.

## FALL TERM

st. 3		+C Physics		2 V Music 2			C Ger 3	1
				Ins. Music			F Ger. 2	2
		3A Physics 3	1 B His* 1	Ins. Music			I Ger. 1	3
			3 G'n.H. 4	Ins. Music	+Sup. Read	+C Arth.*	§Phy Tr.	4
	S'l Lw ½ 4		1 B Geo* 2	Ins. Music		+D Arth.	Phy Tr.*	5
	1 E Ped.	4 Chem.		Ins. Music	+C Read *		+Phy Tr.	6
th.		4 Chem.	+Spell. ½	Ins. Music		3 Bk-k'g. 3	1 Phy Tr 1	7

## WINTER TERM

			3 G'n His 4	Ins. Music			B Ger. 3	1
			1 B His* 1	Ins. Music			H Ger. 1	2
u. 3				Ins. Music			E Ger. 2	3
it.				Ins. Music	+Sup Read		§Phy Tr.	4
	1 D Ped 1	3 Astron'y 3		Ins. Music		+C Arith	Phy Tr *	5
ead	4 B Ped 4	2 B Phy'cs 2		Ins. Music	+Writing		Phy Tr *	6
it 4	Sociology	4 A Chem & Min. 4	+Spell. ½	2 V Music 2		Bk-k'g *	1 Phy Tr	7

## SPRING TERM

	1 E Ped* 1	+C Physics		Ins. Music			A Ger. 3	1
			+C Geog.	Ins. Music		1 B Arth. * 1	G Ger. 1	2
ter	2 S'l Law			Ins. Music			D Ger. 2	3
ad 2			3 En His 3	Ins. Music	+Sup Read		§Phy Tr.	4
	1 C Ped 3	2 B Phy'c* 2	+D His. *	Ins. Music	+C Read.		Phy Tr*	5
	4 A Ped.	2 B Phy'c* 2		Ins. Music		+D Arth.*	+Phy Tr.	6
		3 Geol'y 3	+Spell. ½	Ins. Music		3 Bk-k'g. 3	1 Phy Tr. 1	7

Explanation of figures: On the left, number of year in English Course; on the right, number of year in Latin or German Course,

## SYLLABUSES OF SUBJECTS.

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### **Psychology.**

(A.) "Applied Psychology" by McLellan and Dewey is used as a text for this grade of the subject. The relation of psychology to education will receive special emphasis, as the practical teacher is in greater need of a knowledge of the principles that underlie the correct methods of imparting knowledge and securing the most symmetrical and harmonious mental development of the child, than he is in the more remote problems that engage the student of philosophy.

The character of the work bears so closely on the work of the school room that the student cannot fail to recognize the practical value of the matter presented.

"Methods of Interrogation" is discussed at considerable length, furnishing an excellent opportunity to examine the different methods and maxims that have recently come into prominence in pedagogical circles.

"Kindergarten Work and Self Instruction" have not escaped the thought of the author, hence these themes have received due consideration. The presentation of outline methods characterizes the latter part of the term's work. These are based on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to tackle the multitude of puzzling questions.

The work in B Psychology is on the above basis and is offered in the winter term of the third year in the English course. It is not offered in the Latin course. Some valuable work is dependent largely on the use of psychological apparatus.



This will be used freely either here or in an earlier grade of the department.

(B.) Davis—The more advanced course in psychology is placed in the twelfth term in each course. The author has chosen a style of presentation somewhat peculiar to himself, but in a manner favorable to this grade of the study. Some of the familiar topics are treated in a modified manner, others are quite original. A reasonable amount of discussion will be given to the relation of physiology to psychology, especially for those who have had none of this phase of the subject in their pedagogy. The following subjects will receive due consideration: Consciousness; its conditions, limits, facts, modes. Immediate knowledge; cognition, presentation, perception, external reality, self-perception, pure intuition, origin of pure truth, mind and matter. Mediate knowledge; representation, mediate perception, suggestion, memory, imagination, thought. Feeling; sensation, emotion, sentiment. Desire; kinds, regulations. Volition; elements, freedom.

The subject matter is enlarged upon by copious references and illustrations from a large number of other authors on the same themes.

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## **Pedagogy and School Law.**

JAMES KIRK.

(E). The work of this term pertains to the organization and management of schools, and is discussed under the following heads:

Necessity for the public schools; the functions of the school; what the school ought to accomplish.

THE TEACHER.—The teacher's qualifications; necessary preparations for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

THE SCHOOL.—The school house and grounds; furniture and apparatus. Preparation for beginning the term; organization; program; rules and discipline; school records.

THE RECITATION.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; method of conducting recitations.

(D). Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government; will training; school incentives; punishment; right conduct.

(C). Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B). PHILOSOPHY OF EDUCATION.—The Philosophy of education, by Rosenkranz, is the basis for this work, and the work in (A) Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits. The culture of body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention. The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and the virtues, the discipline and the character

which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture—in the education of the will, and duly considered.

(A). The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated, is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the national and theocratic systems combined in the Humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

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### **Sociology in Relation to Education.**

I. Claims of sociology; its character and method. Education closely related to sociology, the science of society. Nature of society, and of social progress.

II. Customs as a factor in sociology. Nature of customs. Relation to progress. Forms of customs: social, civic and religious. Relations in the family. The family the school of social relations. Social problems growing out of family relations. Class relations. Manners. Amusements.

Economic, constitutional, judicial and administrative customs.

Two forms of religious customs. Functions performed

by them. Modification, and conservative force of religious customs.

Customs and reforms. Instruments which influence public opinion. Service and evils of the press. Its relation to society.

III. Economics as a factor in sociology. Nature of economics. Two schools. Relation to sociology. Law of rent. Law of Malthus.

Postulates of economics. Nature, function and limitations of competition. Competition as a social law. Social growth in the several forms of production:

(A). Agriculture—Land; tenure and size of holdings. Socialism. A single tax.

(B). Manufacture—Changes in form. Consequent losses and gains in society. Hours of labor.

(C). Increased rapidity of commerce. Growth of cities. Social changes. Social results, and remedies.

Distribution. Ruling principle in it. Rent. Capital. Management, and labor. Amount under contention in distribution. Justice—the public welfare. Wage-system. The labor-movement. Its effects. Cooperation. Profit-sharing. Saving and loan associations. Inequalities in distribution. Social principles involved. Exchange, Protection, Sound currency, Quality, Quantity.

IV. Civics, ethics and religion are factors in sociology and, as such, receive attention. Under civics, prominence is given to Education and means of equality; Moral training; Education and war; etc.

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### **School Law.**

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisions on practical cases, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.



## **Practice Teaching.**

Three terms of practice in teaching are required usually of all who complete the course of study. This teaching is done under the supervision of experienced critic teachers. Each pupil teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticized by the critic teacher in charge. All classes are under constant supervision, and friendly criticism and advice are given daily.

Teachers' meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

On entering upon his work in the training school each pupil teacher is required to present to the superintendent a recommendation from the instructor in charge of the department under which the subject that he is to teach is classified.

Practice teaching will be required at the time designated by the superintendent of the training school, but this time will correspond, usually, to the time assigned to this work in the course.

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## **Grammar.**

MARTHA BUCK.

Two terms in the Normal department have grammar as one of the required branches.

Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate.

The aim is two-fold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others.

One day of each week is free from any assigned lesson. Each class is allowed the time for questions upon any points not understood, or upon how to teach any point.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class. The composition in this term's work consists in expressing the given thought in a variety of forms, thus gaining a ready command of our language.

The second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them.

The remainder of the term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, a term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. The principles of rhetoric are applied in a rhetorical analysis, and the principles of grammar in a grammatical analysis of the same composition.

## DEPARTMENT OF ELOCUTION, READING, RHET- ORIC AND ENGLISH LITERATURE.

HENRY W. SHRYOCK.

MINNIE J. FRYAR, Assistant.

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### Reading.

(C). Text, New Franklin Fifth.

(C). This supplies practice in the difficult art of oral reading. The principles of expression are so set forth as to make all practice intelligent and therefore improving. Especial attention given to orthoepy. The organs of breathing, of voice, and of speech, explained.

Exercises in articulation, and in breathing; the attributes of a good voice; literary analysis of selections; biography of authors, etc.

(B). Selections studied, Marmion and Silas Marner. While the emphasis will be placed upon literary analysis of the two masterpieces studied, the elocutionary drill will not be neglected.

(A). A study of the four methods of teaching beginners, supplemented by a four weeks study of McMurry's Special Method. How to use fiction in the public school will be studied in connection with *The House of Seven Gables*; how to use the oration will be studied in connection with Webster's Bunker Hill Oration; how to use poetry will be studied in connection with *Evangeline*.

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### Rhetoric and Composition.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is

the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that a part of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straight-forward English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.

COMPOSITION A. TEXT, *Outlines of Rhetoric*, Genung. This class meets once a week through the entire year.

RHETORIC.—Text, *Forms of Discourse*, Cairns. The class meets five times a week through the Fall term. In this class special attention is paid to oral discourse.

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### **Literature.**

(C). English and American Authors. Texts, Painter's *Introduction to English Literature*, and Matthew's *Introduction to American Literature*.

(B). Technique of English Poetry. Text, Corson's *Primer of English Poetry*, Lanier's *Science of English Verse*, Sweet's *Second Middle English Primer*. The work will be supplemented by special studies in *Macbeth*, first two books of *Paradise Lost*, and *The Princess*.



(A). The first six weeks of the term will be devoted to a study of the technique of English Prose. Texts, Minto's Manual of English Prose Style, and Garnet's English Prose from Elizabeth to Victoria. The second half of the term will be devoted to a study of English fiction. The study will be based upon the following works: *Ivanhoe*, *David Copperfield*, *Vanity Fair*, *Silas Marner*, *Last of the Mohicans*, and *Marble Faun*.

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### **Electives Offered by the Department.**

(C). Course in elocution, text, Hamill.

(B). Course in Shakespeare, based upon the following plays: *As You Like It*, *Henry V*, *Julius Caesar*, and *The Tempest*.

(C). A six week's study of English blank verse, followed by a six week's course in English Lyric Poetry.

**DEPARTMENT OF BIOLOGY AND PHYSIOLOGY.****G. H. FRENCH.**

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**Botany.**

Preparatory:—In this Gray's School and Field Book will be the text used. The work will be such as will give the student a knowledge of terms used in speaking of plants, the use of the analytical keys in identifying specimens and some general knowledge of vegetable physiology. This will make a good preparation for higher work in botany, and will be all that is usually required for a teacher's examination. The text-book will be studied to Cryptogamic Botany, page 155.

B Botany:—Structural and Systematical Botany.—Campbell.

This work will begin with the lowest of the Cryptogams and a detailed study will be made from these to the highest or Phaenogams. As supplementary to this work a systematic classification of the groups studied will be given, either from the blackboard or from charts. This will enable the student to see in brief sentences the relation the different groups bear to each other, and upon what structural characters these differences are based.

The plan of recitation will be on Monday of each week a pre-view of the week's work in the form of a lecture. The recitation hours of Tuesday, Wednesday and Thursday will be devoted to laboratory work in which the plants of the text, or such of them as are accessible, will be studied biologically and histologically. Friday the hour will be devoted to a quiz of the week's work, either oral or written.

A Botany or Plant Biology.—No text-book will be used with this but the work will be wholly laboratory work. It will

consist of a systematic study of plants from the lowest up to the highest. For a systematic classification, the blackboard or chart scheme spoken of under B Botany will be used, and at present Dodge's Elementary Biology will be used as a laboratory manual. In addition to the work as given in that, methods of making permanent mounts for the microscope will be given and in the higher plants enough of these will be made to enable the student to make a good comparison study of different groups of plants and of different plants in the same groups.

Boyer's Biology Blanks will be used for notes and drawings. Slides, cover-glasses, labels and slide boxes, etc., will be supplied in the laboratory at a moderate cost, and this will be the only laboratory fee.

In our present course A Botany is made an elective study.

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## **Zoology.**

Preparatory.—In this an elementary text-book will be used, but the book has not yet been selected.

B Zoology.—For the past two years no text-book has been used in this study, the classification and definitions being given from charts, and the explanations by lectures. In the lower forms the microscope will be used to illustrate the subjects and the specimens in the museum the higher forms. In using the charts in this way for classification but little time can be given to laboratory work as the time is needed in copying the charts. The subjects of each day's lesson can be studied for any particular animals from almost any text-book the pupil may have access to, either his own or found in the library.

A Zoology or Animal Biology.—The same course is pursued in this as in A Botany, no text-book being used, but Boyer's Biology Blanks will be used for notes and drawings, and Dodge will be used for a laboratory manual. There will be less his-

tology work here than in the A Botany, but more of coarse dissection will be necessary.

Like the A Botany work, this, is as now arranged in the course, an elective study.

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## **Physiology.**

In this, Tracy's Physiology is used as a text-book. The plan of work is on Monday of each week a preview of the week's work will be given, which will consist of explanation of points in the text and of the proposed laboratory work. On Tuesday, Wednesday and Thursday, the class will have laboratory work, and on Friday a quiz. Usually each alternate week the quiz will be oral, and the next week written. The laboratory work will consist of histology of the principal tissues and organs of the body of some animal or bird, and dissection. The histology work will be the preparation of the tissues for the microscope followed by a study of them. As in the A Botany work, materials for the preparation of mounts will be furnished to each student by the laboratory at a moderate cost.

On entering a class each pupil will be assigned a seat at a table and a drawer for his laboratory material. If a pupil is in two or more classes he should have the same seat and drawer for all the classes.

Besides the regular one term in Physiology, a term of laboratory may be taken extra as an elective, consisting of experimental physiology and more work in histology and dissection.



## DEPARTMENT OF PHYSICAL SCIENCES.

W. B. DAVIS.

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### Physics.

The new physical laboratory is now well equipped with excellent working tables made expressly for the Institution. The water and the gas supply is abundant and very convenient for immediate use. By the addition of tools and materials mentioned below, students are enabled to construct their own apparatus. Some things made and used by students this year were. apparatus for the study of levers, balances, pulleys, specific gravity, sound, heat, light, electricity.

In addition to the regular classes, provision is made for those who wish to take the subject out of its regular place in the curriculum. This will be seen by reference to the starred classes in the printed program.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time being devoted to the discussion and demonstration of (1) phenomena, (2) principles, and (3) laws.

The Institution, almost from the beginning, has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces, until the school now possesses quite an extensive equipment of illustrative material.

The following list is a part of additions made during the present year. A lathe, jig-saw, work-bench, an assortment of tools for working wood and metals, tangent galvanometer, Wheatstone bridge, chemical thermometers, apparatus for sound and light, and much material for accurate work in electricity.

C. PHYSICS.—TEXT, *Avery-Sinnott*.

In this class the fundamental principles of Physics are demonstrated by actual experiment. Much of the apparatus is constructed by the students, who are urged to suggest ordinary and every day applications of the principles discussed.

The ends sought are two, viz: 1, Familiarity with the simple principles of Physics; 2, Ability to demonstrate them by home-made apparatus. Students are constantly admonished to prepare for the Observation Work in the State Course of Study for the Common Schools.

Required—one hour per day.

A. PHYSICS.—*Text, Gage.*

A rapid review of fundamental principles, accompanied by more careful demonstration by more accurate apparatus than is used in C Physics. Along with discussions and demonstrations, practical problems are solved. These combine mathematical with experimental Physics, and increase the hold students have upon the subject.

As in the preceding class, students are encouraged to construct apparatus, and in this way are made competent to teach Physics, even if their schools are not fully equipped with instruments for physical measurements and experiments.

Required—two hours per day.

A PHYSICS.—*Text, Avery.*

More review and demonstration of fundamental principles. Closer attention is given to accurate measurements and test, and the mathematical demonstrations are more rigid.

Elective two hours per day, the larger part of the time being given to delicate experimental work in the laboratory and to accurate mathematical calculations.

ASTRONOMY.—*Text, Todd.*

This study is elective. The text adopted is warmly in accord with the modern ideas relative to laboratory work. Many

simple devices are suggested by the author, which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student may obtain, as soon as possible, a geometrical concept of the celestial sphere.

Less importance is given to memorizing data, than to the exercise of thinking and securing a clear conception of the matchless beauty and grandeur of the solar system, as exhibited in its unity and symmetry and the marvelous precision of motion.

A winter term is given to this science because of the advantages for the study of the heavens during this season.

On account of the limitation of time, the study is confined largely to descriptive astronomy. Enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the Institution is frequently employed in giving the students a view of the objects they are studying, more particularly of the sun and sunspots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

In teaching the branches named in this department, special stress is given to the creation of the true scientific spirit, engendering an intense desire to know, and a correct method of inquiry and research.

#### CHEMISTRY.—*Text, Williams.*

The new building furnishes the same improved conditions for the work in Chemistry as were named for the work in physics. The subject is introduced by a goodly number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is then dwelt upon. This is followed by the study of a number of elements which are the constituents of some of the

more common substances, such as the air, water, etc., giving special emphasis to their physical and chemical properties, their occurrence, preparation, tests, etc.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights, valency, and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

Two consecutive hours per day are given to the subject during the fall term, the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams' Manual for a guide.

During the winter term, two hours per day are given wholly to laboratory work. This enables the student to do much qualitative analysis, and in this way to master the practical side of Chemistry.

#### MINERALOGY.—*Text, Foye.*

The latter part of the winter term is given to blow pipe work in connection with wet analysis in Chemistry. In this way, is obtained a working knowledge of the common minerals and rocks, and students are made ready for field work in Geology during the following term.

#### GEOLOGY.—*Text, LeConte.*

The study of Geology is elective and is presented as follows: first, dynamical; second, structural; third, historical.

The spring term is selected for this subject, because conditions are most favorable for field work. The Institution is admirably situated for the prosecution of field work, as a rapid examination of the State Geological Reports will show.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, and an excellent collection of minerals, and other material necessary for the proper study of the subject.



The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work, the State Geological Reports are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

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## DEPARTMENT OF MATHEMATICS.

SAMUEL E. HARWOOD.

JOEL M. BOWLBY, Assistant.

The work of this department is to accomplish three general purposes:

1. To give a mastery of the process and forms of expression in the several subjects.
2. To present the history and pedagogy of each subject. This is the chief value of any branch in a normal school.
3. To show the value of each subject in its relation to practical or business life.

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

### ARITHMETIC.

Two preparatory classes are provided for those who may not be ready to enter upon the review required by the regular Normal class B.

(D). McLellan and Ames.—This class will study as to accuracy in operations and forms for expressing the following:

1. Fundamental processes.
2. Properties of numbers and factoring.
3. Fractions: Common and Decimal.
4. Compound numbers.

(C). This class will continue the work of the preceding using these:

1. Percentage and its applications.
2. Interest: simple, annual and compound.
3. Ratio and proportion.
4. Roots and mensuration.

In the Normal department two classes are organized.

(B). First Term.—Beman and Smith.—A thorough review of the subject will be attempted.

The work will aim to secure a full knowledge of principles, processes, and forms for expressing work.

A search for the why will be required.

Questions of mind activity and consequent pedagogy will be incidental.

(A). Second Term.—This term is given entirely to method work in number and form, the history of Arithmetic, and the study of current views of number teaching.

The relation of these topics to other branches, their general method—the principles of mind and pedagogy that control in the teaching process, the preparation of plans for special lessons, and the actual experiment with these plans in the training school, are the phases of work attempted.

#### ALGEBRA.—*Wells.*

(C). Fourth Term.—To simultaneous equations. Outside illustrative and test work. History of Algebra. Its pedagogy.

(B). Fifth Term.—To theory of quadratics. As above in other phases.

(A). Sixth Term (Elective).—Finish, other work as above.

#### GEOMETRY.—*Wells.*

(C). Senior Year, First Term.—To Book III. History and Pedagogy.

(B). Senior Year, Second Term.—Finish Plane Geometry.

(A). Senior Year, Third Term (Elective).—Solid Geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

#### HIGHER MATHEMATICS.

In the new courses A Algebra and A Geometry are elective.

In addition to these, Trigonometry, Analytical Geometry, and the History of Mathematics will be offered.

Bookkeeping may be had as demanded.

The department has a handsome transit and other necessary apparatus.

#### BOOKKEEPING.

This branch is now an elective in the fall term of the third year of both courses, and will continue throughout the term.

Instruction in Double Entry bookkeeping is given in a practical manner, wherein the day book, journal, ledger, cash book, bill book, receipts, orders, promissory notes, and drafts are used. Also a bank account is kept for which pupils will prepare deposit slips, draw checks and have a bank-book. The use of revenue stamps is fully exemplified. Accuracy and brevity will be required in recording business transactions, journalizing, posting and closing the ledger, preparing trial balance and balance sheets showing a complete analysis of the business.

## DEPARTMENT OF LANGUAGES.

C. E. ALLEN.

J. M. PIERCE.

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### Latin.

This department of Latin provides a course designed to furnish the student with such instruction as will fit him for entrance to the college or university.

As a training course for teachers, special attention is given to the principles underlying the structure of the language; the leading facts and rules are taught from the Latin text, and the student discovering the principle for himself, remembers it, and is able in turn to teach it to others. Many of our graduates from this course are teaching Latin with success in the high schools of the state.

Eleven terms of Latin are required of all pupils completing the Latin course, and an additional term may be taken as an elective for which credit will be given.

The Roman method of pronunciation is used.

First term (L) "First Latin Book," Collar and Daniell. About forty lessons are completed during this term.

Second Term (K) The "First Latin Book" is completed and a thorough review in Morphology and Syntax is given. Special attention is paid to quantity and pronunciation, and in the writing of Latin, pupils are required to mark all long vowels.

Third Term (J) Easy Latin, Roman History Selections, as given in "Junior Latin Book." Prose composition based on the text, and constant use of the grammar (Harkness).

Fourth Term (I) Selections from Viri Romae and Nepos. Junior Latin Book. Prose composition daily.



Fifth Term (H) Selections from Nepos, Junior Latin Book, completed and twenty-nine chapters of Caesar's Gallic War, Book I. Special drill in grammar and daily exercises in prose from Daniell's "New Latin Composition."

Sixth Term (G) Caesar's Gallic War, Book I, completed, and Book II. Prose composition based on the text read.

Seventh Term (F) Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Eighth Term (E) Cicero. The fourth against Catline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Ninth Term (D) Ovid. Selections from the Metamorphoses, about 1,500 verses. Greek and Roman Mythology.

Tenth Term (C) Vergil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Vergil. Prose composition from Part III, of Daniell's Composition.

Eleventh Term (B) Six books of the Aeneid completed. Sellar's Vergil and prose composition.

Twelfth Term (A) Cicero. Essays on Old Age and Friendship. Writing of Latin. Senior Spring. Elective.

### **German.**

The German course has nine terms of German. Pupils who have had no previous training in the language may enter this course at the fall term. Graduates will have acquired a fair knowledge of German; they will be enabled to use it to advantage in ordinary conversation; they will appreciate the beauty of the language by a goodly acquaintance with its poetry and best prose writings of its foremost thinkers and poets.

It is desired that, with the abundant supply of German classics now to be had in convenient form, there may be a selection of material made to suit the needs of individual classes. Hence the following course may not always be followed, but it will indicate the amount and character of the work done.

First year. Collar's Shorter Eysenbach and Guerber's Maerchen und Erzaehlungen I, are the texts for the first two terms. In the spring term of the first year Storm's Immensee with Hatfield's Composition is used. Light poetry is committed to memory.

Second Year. Baumbach's Im Zwielficht I, Hillern's Höher als die Kirche with Hatfield's Composition, Freytag's Die Journalisten, and Schiller's Wilhelm Tell are read. Harris' German Composition and Thomas' German Grammar are used throughout the year. Several poems are committed to memory.

Third Year. Klenze's Deutsche Gedichte (Lyrics and Ballads), Lessing's Minna von Barnhelm, Heine's Die Harzreise, Goethe's Hermann und Dorothea. German composition and memorizing of several lyrics and ballads.

During the past year the teacher of German has conducted a German class in one of the Sabbath schools of the city, for the benefit of the pupils in this department.

**DEPARTMENT OF HISTORY AND GEOGRAPHY.****GEO. W. SMITH.****FRANK H. COLYER, Assistant.****United States History.**

(D). **PREPARATORY. TEXT, McMASTER.** This class will cover the work from the beginning of the text to page 279. The following general subjects will be considered:—Discoveries and Explorations; Planting English Colonies; The French and Indians; Struggle for Rights as Englishmen; Founding the Government; Struggle for Commercial Independence; Industrial Development.

This brings us to the administration of John Quincy Adams.

(C). **PREPARATORY. TEXT, McMASTER.** In this term's work the text is finished. We discuss:—Industrial Development; The Struggle with Slavery; The Indestructible Union; The Economic Struggle.

These two term's work in History will admit to Normal in this study, if the work is well done.

(B). **NORMAL. TEXT, CHANNING.** The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following:—Formation of State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government under the Constitution; Rise of Political Parties; Material Development; Struggle over Slavery; Secession; Reconstruction.

(A). **NORMAL. TEXT, MACE.** It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of its organization. To determine the process of historical interpretation. To place an educational value

upon the process of historical interpretation. To find laws governing the co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods, phases, and events.

The following is a brief outline of the

#### PHILOSOPHICAL DISCUSSION.

Essential elements of history :

Form and content.

Continuity and differentiation.

Five great institutions—not always co-ordinate.

Organic unity in institutional life.

Processes involved in organizing history :

Nature of organization.

Processes in organization.

Process of interpretation—forms of thought :

Positive and negative causes.

Fundamental and particular.

Purpose and means.

Original and second-hand matter.

Educational value of interpretation :

Integration depends upon common content.

The mechanical and organic whole.

Comparison is the basis of integration.

Value to the historical judgment.

Ethical value of the process or interpretation.

Process of co-ordination :

Relation of the particular to the general.

Need of good judgment in selecting matter.

The principle—matter is valuable according to the nature of its content.



ORGANIZATION OF PERIODS OF UNITED STATES HISTORY.  
ELEMENTARY PHASES OF HISTORY TEACHING.

Here we discuss the philosophy and methods of presenting history to the lower grades.

CIVICS.—*Normal, Text, Hinsdale.*

It is the purpose of this term's work to broaden the students' notion of man's relation to his fellow men in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any form of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty, and happiness. These subjects will be considered:—Science of Government; History of the Government in the Thirteen Colonies; Formation of the Union, Continental Congress, Articles of Confederation, Constitutional Conventions, Ratifying Conventions; Relation of State and National Governments; Nature and Sources of the Constitution; Analysis of the three Departments of Government in the United States.

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**General History.**

ANCIENT HISTORY. *Basis, Myers.*

This term's work will make a brief survey of the ancient oriental nations and a much more extended study of Greek and Roman history.

The aim of the study of the ancient oriental peoples will be to note the origin and development of the elements of civilization, and to show what the ancient oriental peoples contributed to the general current of world history.

In the Greek and Roman history, a much more extended investigation will be attempted; and as far as our present equipment will permit, the students will be expected to investigate certain phases of the work for themselves. The aim of the work here is to acquaint the student with the best authorities on the work in hand, and to make them self-reliant.

#### MEDIAEVAL AND MODERN. *Basis, Myers.*

This term's work will have much the same plan and aim as that of the preceding term. The idea is to note the elements that enter into modern history, then trace their development and organization into institutional life. The rise, growth, and decline of the papal power, the revolt of northern Europe against the papacy, forming the religious part of the movement. The rise and growth of political institutions, with special reference to the element of government in the Teutonic peoples, the influence of Roman government, the feudal form of government, development of the "free cities," rise of absolute monarchies, and finally the rise of the masses in governmental affairs, constituting the other phase of modern life.

#### ENGLISH HISTORY. *Elective.*

This work may be elected in the third term of the third year. The aim will be to trace not only the growth of the English nation, but the development of English institutions. The relation of these to American institutions will be studied.

#### REFORMATION AND FRENCH REVOLUTION.—*Elective.*

The purpose here is to trace more minutely the two great events around which cluster all the most important movements which determine modern religious and political institutions.

## Geography.

(C). PREPARATORY. TEXT, FRYE. The text will be followed quite closely as it deals with the physical features of the several continents. The plan of the work being to fix in the mind of the pupil the physical agents at work in modifying the earth's surface, and the physical basis for the climate of any locality. If this work is well done the student is ready to connect therewith the particular activities which are adapted to that region. So far as time will permit the industries of the several regions will be studied, but this feature of the work is not emphasized.

(B). NORMAL. TEXT, THE NATURAL. In this class we study more carefully, man in his relations to his surroundings. The various industrial activities are shown to have a basis in the physical structure and the climate.

(A). NORMAL. TEXT, ——— This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.

Relation of these two.

Highest form of life.

Means of its development.

Classification of activities.

Spencer's estimate of "science."

Acquisition of adequate concepts.

Dependence of life upon structure and climate.

Relation of the "human" to the "natural" in Geography.

We then take up the Sense Phase of Geography. We discuss briefly the method the child follows in acquiring a large stock of individual images of geographic forms through observation. The relation of Geography to the other studies is emphasized. The disciplinary value of the work of the sense phase is shown.

The Material.

Geographic forms.

Movements.

Meteorology.

Culture agencies.

Industrial agencies.

Next is considered the Representative Phase of Geography. The dependence of this work upon the Sense Phase is shown. The need of close work in the Sense Phase is also pointed out. The accuracy of the image of that beyond the sense grasp depends upon the kind of images we form with the objects before us. The movement in the process of geography work, is shown to be from the individual to the general and then to an individual. The method of transition from the first phase to the second is dwelt upon.

Some time is given to the Rational Phase of Geography. Here we seek for explanation, for reasons. It is shown that this phase depends upon the two preceding stages of the work.

The Geography course in the schools of the land as well as the course for Illinois, as provided by the State Teachers' Association, is examined.

Lesson plans are presented as time permits.

(Physical)—NORMAL. TEXT, DAVIS. The study of the physical features of the earth in their relation to man and his activities has lately been given a prominent place in the course of study in our best schools. The report of the Committee of Ten is largely responsible for this condition.

In the work in this class considerable stress is laid upon the physical agents at work on the earth. In reality the work is that of the Reflective stage of geography study. The text deals with The Earth as a Globe; The Atmosphere; The Ocean; The Lands; etc.



## DEPARTMENT OF ART.

### Drawing.

MATILDA F. SALTER.

(D). Preparatory. Practice will be given in drawing from geometric solids, from simple objects and from nature. A large part of the term will be devoted to blackboard drawing so that students may be able to use the board for purposes of illustration.

(C). Principles of freehand perspective and composition will be studied and application made in the drawing of objects singly and in groups. Practice will also be given in drawing from nature. Some work will be done in construction drawing and in freehand design. Both pencil and ink will be used.

(B). One-third of this term will be devoted to geometrical drawing and constructive work; one-third to water-color work, subjects chosen being from nature and still life; and one-third to a study of some of the more important styles of Historic ornament. Talks will be given on these styles, pictures studied and a certain amount of reading required. Careful drawings will be made of each style studied.

(A). In this term methods will be studied—the value of art education and its place in the public schools, plans will be discussed for primary and grammar grade drawing, and much actual work will be done. The purpose is to enable the student to know what and how to teach and the study is made as practical as possible.

In the English Course a half term will be devoted to free-hand drawing from casts and still life in charcoal and ink or water-colors.

(History of Art)—Elective. A study will be made of Architecture, Sculpture and Painting in order that the student may be made familiar with the masterpieces in these subjects. A text-book will be used as the basis of instruction but this will be supplemented by talks, readings and pictures.

## **Penmanship.**

MINNIE J. FRYAR.

During the year, vertical writing has been taught, particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. Some attention has been given to business forms, method work has been introduced so far as it seemed practicable.

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## **Music.**

MINNIE M. MCNEILL.

VOCAL MUSIC.

One term of vocal music is required in order to graduation in any Normal course. The Natural Course in Music, by Ripley and Tapper, is used in these chorus classes. The aim is to give as thorough knowledge of theory as is possible to obtain in the limit of time, and also, to give smoothness and strength to the voice. Charts are used for class instruction, but each student in this study must be provided with a music reader.

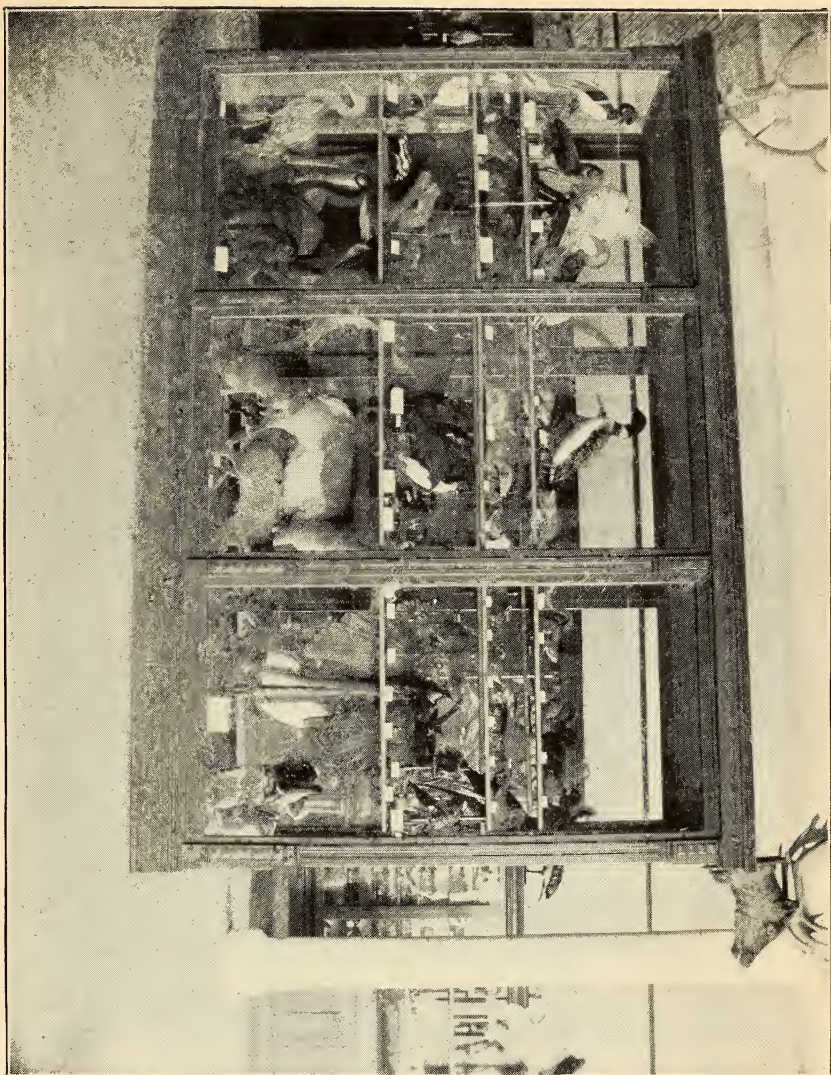
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## **Instrumental Music.**

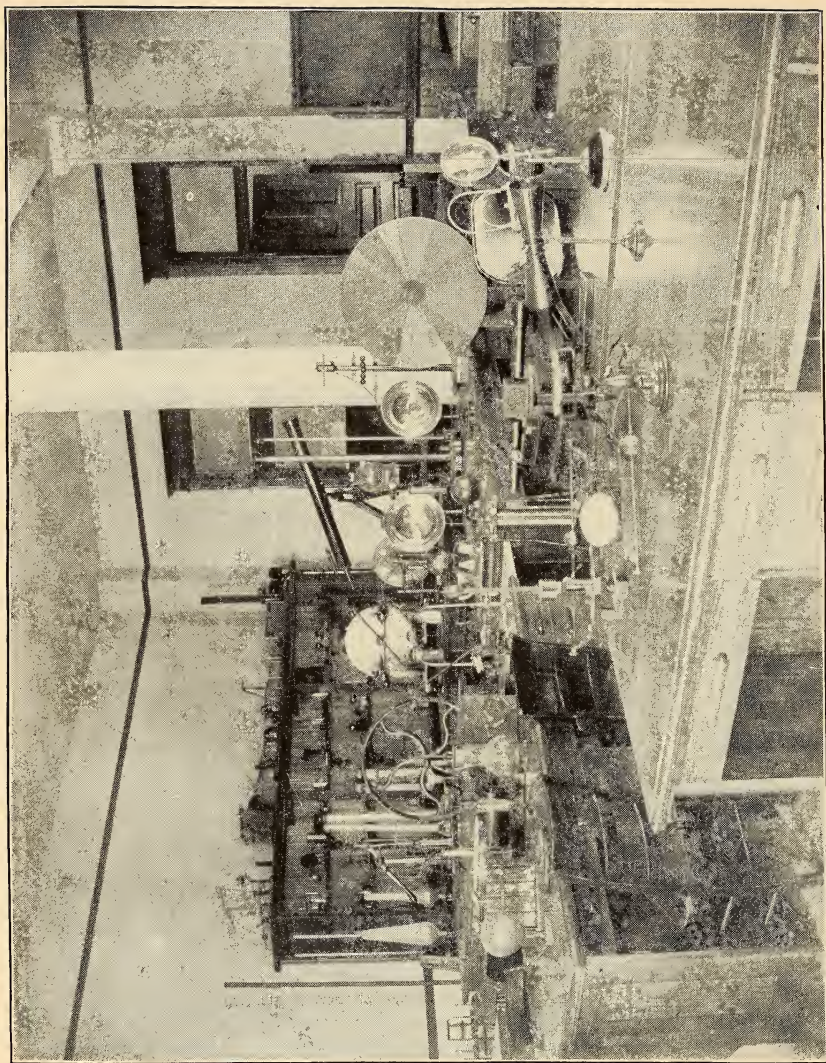
This department comprises instruction in the following: Piano, theory, history, and aesthetics.

While "methods" does not imply as much as is commonly supposed, being only a means to an end, and while there are noble exponents of all the well-known schools of technique; nevertheless, we have found through long experience that the Gorno system teaches more nearly the position of the hand naturally assumed by the child, gives great facility with the third and fourth fingers, subjugates the awkward thumb and wonderfully strengthens all the fingers.

VIEW IN MUSEUM.







VIEW IN PHYSICAL LABORATORY.



The aim in teaching is to render the pursuit of the art pleasant and joyous, not irksome, especially to children, until the mind shall have matured sufficiently to appreciate its more serious beauty and meaning, so that it will of its own accord enter into deeper research.

The student throughout his term of school is encouraged to cultivate and love music, as a most refining art, and one which cannot fail to raise his mind to loftier purposes and inspire him with a zest for all things pure and holy.

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## PHYSICAL TRAINING.

J. M. PIERCE.

The course in physical training aims to give the students the physical exercise they need for their personal well-being and to furnish them with a system of school gymnastics and with the principles governing physical education. So far as practicable, these personal and professional aims are reached by the same exercises.

The most immediate aims are the health and recreation of the students in their daily work. A more remote, but still very important end, is the neuro-muscular training which educates the whole body to be an efficient and faithful servant of the mind.

Physical Training is required of students in the Preparatory Department and in the first year Normal, and is optional with other students. A large gymnasium, well-equipped with American light apparatus and with German and Swedish stationary apparatus, offers ample opportunities for indoor exercise and class drills. The spacious campus affords adequate facilities for out door sports. The young men have base ball and foot ball teams, which are subject to the regulations of the department of physical training. Track athletics are engaged in by those who

prefer individual exercise, and a number of tennis courts have recently been laid out.

No pains and expense have been spared to make physical training attractive and all students are encouraged to devote a part of their time to such exercise. Gymnasium games, like basket ball and volley ball, constitute an important part of the regular course.

For class work, all students are required to provide themselves with gymnasium slippers and the young women wear a special costume which affords the necessary freedom of movement and saves their ordinary dresses.

Students who have not completed the requirements, but have been excused from gymnastics on presenting a physician's certificate of disability, or for other special reason, will be required to be present at class exercises one hour a week.

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## **LIBRARY.**

BESSIE MILNER THOMPSON, Librarian.

The University has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the assembly hall, and in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library proper occupies a spacious room on the ground floor of the library and science building and contains at present 15,160 volumes, including a professional library for teachers. This number is yearly increased. Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

## **Classification and Catalog.**

The books are classified and arranged on the shelves according to the Dewey decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000-099; Philosophy, 100-199; Theology, 200-299; Sociology, 300-399; Philology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography and Travels), 900-999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

The library contains now a complete catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

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## **Rules and Regulations.**

The library is open from 8 to 3:30 each school day and from 8 to 12 a. m., on Saturdays.

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, unless excused.

Two books (other than fiction) or one work if not in more than three volumes, may be taken at a time and then renewed for two weeks, provided there is no special demand for the books. Only one book of fiction may be taken out at a time. A book

that is used as a help for class work may be kept out for one night only.

Cyclopedias and general reference books, magazines and other periodicals are not taken by students from the library.

All books must be charged at the librarian's desk before being taken from the room.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book inside the front cover.

Conversation and conduct inconsistent with quiet and order are prohibited; this applies to intermissions as well as school hours.

The librarian is glad of the opportunity to help new students to a knowledge of the location of the books and the use of the catalog, indexes and other aids. Students are urged to apply for this help as soon as possible after entering the school.

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## PRACTICE SCHOOL.

This department consists of nine grades, corresponding to the nine grades of the average public school.

In these grades the students of the Normal department do most of the teaching. This teaching is done under the immediate supervision of the critic teachers, namely:

James Kirk, Superintendent.

Harry J. Alvis, Critic Teacher, seventh and eighth grades.

Adda P. Wertz, Critic Teacher, second three grades.

Elizabeth Parks, Critic Teacher, first three grades.

Mabel K. Peters, Teacher of ninth grade.



## Course of Study.

STUDIES.	1st Year			2d Year			3d Year			4th Year			5th Year			6th Year			7th Year			8th Year			9th Year		
Terms	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lang. and Lit'r'ture	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grammar .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Writing and Draw'g	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Geography .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
History .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Arithmetic.....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Spelling .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Science (general)...	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Physiology .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Physics .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Botany .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Physical Training..	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Music .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Composition .....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Word Analysis.....	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Constr'ctive Geom'y	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Elementary Algebra	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Pupils in the seventh, eighth and ninth years are permitted to study Latin, a beginning class being formed for them every odd-numbered year. Pupils who study Latin are excused from part of the work in Grammar. It may be said, further, that in the seventh and eighth years the work will be conformed, as closely as circumstances will permit, to the State Course of Study.

## TUITION.

First three grades, free.

All other grades; fall term, \$4; winter and spring terms, \$3 each.

## SYLLABUS OF WORK.

In the Primary School the studies are more concentrated than they are in the higher grades. No one study excludes the others. Each is largely included in all and all in each.

Picture-making with pencil and water-colors is encouraged throughout all the grades. This is used as a means of expressing thought. Water-colors have been found to be especially useful in science work.

### READING.

First Year.—Literature and science work are made the basis for the reading until the first part of the reader is mastered. Then a primer is taken. Supplementary work frequently introduced.

Second Year.—An Advanced First Reader. Harper's Second Reader. Baldwin's Second Year Reader. Supplementary work.

Third Year.—Harper's Third Reader. Stories of Indian Children. Supplementary work from various sources.

Fourth Year.—Harper's Fourth Reader. Stories of Ulysses, and the Pilgrim's Progress.

Fifth and Sixth Years.—Entire selections from standard authors are used as the text for reading. Care is taken to develop a love for the best literature, that by this love the child may be guided in his after reading to select the best books. The books used in these grades are: Hiawatha, Ruskin's King of the Golden River, Tanglewood Tales, Irving's Sleepy Hollow, Lowell's Al Fresco, Francilon's Gods and Heroes, King Midas, and others of like grade.

Seventh Year.—The pupils are introduced to the choicest American literature.

The objects of the instruction are: (1) To secure a free and natural expression of the matter read. (2) To implant in the children a love of good literature. (3) To form the habit of pure and noble thinking.

To connect the reading work with the language work, the children are frequently required to reproduce, in whole or in part, a written account of what has been read.

**Eighth and Ninth Years.**—The general aims and the plans for carrying them out, in the reading of the seventh year, are followed in the eighth and ninth years. The work partakes more of the nature of literary work than in the previous years. More use is made of the pupil's knowledge of geography, history, and grammatical structure, than in the seventh grade.

The selections used in the seventh, eighth and ninth years are subject to some change in choice, but the following will be included in the list for the next year: Hawthorne's *Wonder Book*, *Rip Van Winkle*, and other selections from the *Sketch Book*; *Sharp Eyes* and *Other papers*, by Burrough's; *Autobiography of Franklin*; *Snow Bound*, and other poems by Whittier; *Evangeline*; *Lady of the Lake*; *Lamb's Tales* from Shakespeare; *Lays of Ancient Rome*.

#### LANGUAGE AND LITERATURE.

**First Year.**—Language is a training that should result in correct and fluent use of English. The first steps toward this end are, teaching correct sentence forms, and correcting prevalent errors.

The material for this drill is partly furnished by the children as they report daily on the things they see and hear (field observations), and as they retell stories told them. Idioms of our language are taught through object lessons and literature related to nature study. Memory gems suited to the season are a part of the daily work.

**Second Year.**—The work of the second year is similar to that of the first, except that the children are required to do more written work. Aesop's *Fables*, and stories of familiar animals, are used chiefly for the language. Many of these stories are reproduced in writing; but before the children are asked to write, the forms of words are made familiar to them, and also such technical points as will be needed to put into correct form the story they are asked to write.

Third Year.—Language lessons are carried along on two lines, oral and written. Conversation forms the basis of the first, and dictation exercises and short essays, of the second.

The written part of the science lessons is done as language; the oral finds place in any recitation to which the facts are applicable.

The literature of the year is taught by outlines suggested in the State Course of Study.

Fourth Year.—Similar work to that of the third, using Tarbel's Elementary Language Lessons, Part I, as a text-book; but supplementing the language work with literature work, as before. Robinson Crusoe we find easily adaptable to this purpose, as is also the Stories of Ulysses.

Fifth Year.—Buck's Elements of English Grammar is used as a text-book. Besides this work, two other lines are carried on: (1) Reproduction of stories taken from Bulfinch's Age of Fable, Hawthorne's Tanglewood Tales, and other similar sources: (2) The analysis of poems. This is done under the direction of the teacher while speaking the stanzas of the poems, one by one. The graphic mental picture made while reciting concentrates the thought so that the words are readily recalled. Afterwards, the selections are reproduced from outlines prepared by the teacher.

Sixth Grade.—In the sixth grade, the use of Buck's Grammar is continued, and the principles previously learned are applied in the preparation of written work on subjects taught in this grade—i. e., Biography, Literature, and Science.

Seventh Year.—The language work is studied under the following heads: The sentence, kinds; margin, paragraph, punctuation; letter-forms, abbreviations, quotation marks, synonyms, parts of speech and their inflections, structure of the simple sentence, business forms paraphrasing, and easy writing on familiar subjects, arranged in logical order.



GRAMMAR—*Buck.*

Eighth and Ninth Years.—The aim of the grammar work is to enable the pupil to think readily in the forms of the correct English sentence.

As the sentence is the unit of thought, so it should be the unit of work for the pupil. Short, easy sentences are studied and enlarged by addition of word, phrase, and clause elements.

All those principles of grammar that affect the use of our language are thoroughly studied, and much practice in correct use is required. This includes the structure of simple and complex sentences, and the study of the modifications and relations of the parts of speech. Frequent exercises are given in composition work.

## COMPOSITION.

Seventh and Eighth Years.—In the seventh and in the eighth year a term is given to distinctive composition work. The purpose is to aid the pupil in forming the habit of logical, continuous thinking, and of clear, vigorous, complete and easy expression. The subjects are taken from nature and from the studies and reading of the pupils.

Ninth Year.—Here, an elementary book on composition is used, and the general line of procedure, indicated above, is followed. Special attention is given to the paragraph and to the forming of outlines.

## WRITING.

First Year.—At first the children are given drill in free-arm movements at the blackboard by a series of graded exercises; these are followed by mere copying of words learned in the reading and other lessons, while practice upon letters is added as soon as the class is prepared for such work.

Second Year.—Special drill on all letters, large and small, in the order of the alphabet. Peculiar joining of letters. Daily drill in free movement exercises.

Third Year.—The small letters in allied groups. Peculiar joinings and words difficult to write. Capital letters in allied groups. Daily exercises in free movement. A copy book is introduced.

Fourth Year.—Continuation of the work of the third year. Write names of persons and places learned in other studies; as, language, reading, geography, etc.

Fifth Year.—Review of the work of the previous year. Knowledge acquired used in copying choice selections of poetry and prose.

Sixth Year.—The work as outlined in the State Course of Study is carefully given.

Seventh Year.—The aim throughout the year is to have all the work done with the muscular movement, to have the pupils acquire the style of writing which shall be theirs when they are grown, and to be able to arrange in good form the usual papers written in social and business life.

To attain this, there is daily practice upon movement exercises, many of which are combinations of the letters.

#### DRAWING.

First Year.—Study of form and color. Type forms used are: sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, and the tablets derived from them; the circle, square, oblong, semi-circle, and triangle. These types, with the forms based on them, are modeled in clay.

The child is guided in a study of nature and his observations are represented by drawings.

He is also led to express his ideas through the medium of color. The six colors: yellow, red, blue, green, orange, and violet, are taught, and simple forms as the apple and orange, flowers, and leaves, are painted.

Simple stories are recited and the child's imagination is brought into play as he reproduces the story in picture form.

The aim of this work is to train the child's perceptive faculties and to give him a means of expressing his ideas. It is to be a help to him in all his studies, and is taught with this in view.

Second Year.—The work of this year follows the same plan as that of the first year, and the same objects are held in view.

The type forms are the equilateral, triangular prism, the ellipsoid, ovoid, cone, and pyramid, with the tablets derived from them, ellipse, oval, and triangle.

Third, Fourth, Fifth, and Sixth Years.—The work of these grades consists of the first six books of Prang's Elementary Course.

The classes do some clay modeling of fruits, vegetables, nuts, leaves, and flowers.

Regular work in color is done, and among the objects painted are lemons, apples, bananas, radishes, buttercups, tulips, Japan quince, pansies, and butterflies.

Simple designs are also colored.

Eighth Year.—Prang's Elementary Course, Nos. 7, 8, and 9.

Drawing is studied under three heads:

Construction.—Drawings made from objects, showing two, then three views; also sectional views. Instrumental work, problems applied in working drawings.

Representation.—Drawings from objects. Arrangement of groups, work, freehand. The aim is to teach the pupils to see correctly, and then, by practice, to give them the ability to express what they see.

Decoration.—Drawing of leaves and flowers from nature—arrangement of design.

#### GEOGRAPHY.

First, Second, and Third Years.—During the first two years many facts taught in language, drawing, and number, constitute the basis of the formal study of Geography, which

is begun in the third year. Some of these facts are impressions of forms from handling and molding solids; ideas of surface; direction; points of compass; location (place), and position; lines, measures.

In the third year the formal study of Geography is begun by further developing ideas of color, form, distance, direction, and by reviewing the points of the compass. Distances and lengths are actually measured, and after much practice with the unit of measure, the children are tested as to their ability to judge of these by the eye alone.

Plans of the school-room and school-yard are drawn, and the idea of drawing to a scale is developed. Maps of the town and immediate vicinity are made from the children's own observation. The township, county, and state are taken up and drawn in regular order. Fry's Brooks and Brook Basins is the foundation for the work in the latter half of the year.

Fourth Year.—Fry's Primary Geography is the text used, while books of travel and science are placed in the hands of the children.

Fifth Year.—Butler's Elementary Geography, and King's Geographical Reader (Second book) are used as the basis for work in this grade. Modeling with chalk and with sand are here introduced.

Seventh Year.—The pupils use a complete descriptive geography as a basis of study. The work takes up the notions of position, form, direction, distance, etc., as a means of developing concepts with which to work intelligently when the study becomes one of imagination.

Seventh Year.—Much map drawing is required, and modeling with chalk and pulp. Geographical readers, cyclopedias, magazines, etc., are used freely in supplementary reading.

Ninth Year.—Two terms of the year are given to this work. The geography of place is emphasized, and the work becomes very largely one of helpful representation. The aim



is to give the pupil useful knowledge of the world as the home of the various classes of men.

### HISTORY.

**Sixth Year.**—In the sixth year a primary history of the United States is studied with special reference to the manners and habits of the people, the character of individuals, the moral lessons to be gained, and the acquisition of stories for use in language lessons. In connection with colonial history Hiawatha and Miles Standish are read.

Biographies of noted Americans, such as Washington, Franklin, and Lincoln, are studied. Lines of thought suggested in the history are followed out at home by reading books taken from the library of this department. The text-books used are: Eggleston's First Book in American History, Fiske's War for Independence (abridged), and Scudder's Life of Washington. Topics are selected as suggested in the State Course of Study.

**Eighth Year.**—The objects in the study of history in this grade are: (1) to gain facts; (2) to fix geographical knowledge; (3) to train the memory; (4) to teach the machinery of a republican form of government; (5) to present moral lessons; (6) to prepare for advanced history, and for citizenship.

Only those facts should be learned which lead the pupil to a fuller appreciation of his duty as a citizen. Many pupils never go further in school life than the eighth grade. To these should be given a general understanding of the machinery of government.

### ARITHMETIC.

**First Year.**—Conversation lessons for a few days to determine the child's knowledge of number. The child learns to observe "how many" in objects, actions, and sounds. He is led to see a two, a three, or a four of objects in and among other objects. Familiar objects in and about the school room

are used. All the fundamental operations in number below eleven are learned the first year. Denominate tables of same unit value as numbers, learned.

The halves of 2, 4, 6, 8, and 10; the thirds of 3, 6, 9; the fourths of 4 and 8; and the fifths of 5 and 10 are learned.

Counting to 100. Roman notation as found in the First Reader. Signs: (Addition, Subtraction, Multiplication, Division,) and symbols (figures). Words expressing number, as team, pair, couple, etc.

Speer's work is commenced in the second month and is the basis of training work during the first two terms. The pupil gains ideas of color, form, volume, weight, equality, inequality. Ideas of definite form and size relations. Training of the senses. Estimates of values tested by measurements. Practice in separating wholes into parts and in combining parts into wholes. Exercises in cutting, folding and in combining materials.

Second Year.—Work of first year continued to 20; tables of 2's and 3's completed, and other tables formed as far as 20. Mechanical addition, no column exceeding 9; mechanical subtraction, minuend figures all larger than corresponding subtrahend figures. Rapid work and mental work especially emphasized. Counting, writing and reading all numbers to 1,000. Roman notation to 50.

Speer's Primary Arithmetic completed. Much cutting and construction work done to a given measurement.

Third Year.—Work of the second year continued to 100. Original problems. Analysis a prominent feature. Fundamental ideas of addition and subtraction. Fractional parts. A primary text-book in the hands of the class. Writing numbers within the limit of 10,000. Addition. The sum not to exceed 10,000. Subtraction. Using numbers within the limit of 1,000. Multiplication—Multiplicand not to exceed three figures—Multiplier not to exceed one figure. Division—Divisor not to exceed 12. Dividend not to exceed three figures. Much

drill given for rapidity in combinations, separations of numbers below 21, and on the multiplication table. Speer's Elementary is used.

Fourth Year.—Fundamental idea of multiplication and division. Drill upon reading and writing of all numbers. Roman notation completed. Multiplication and division emphasized. Analysis of problems.

Fifth Year.—A text-book outlines the daily work, covering, during the year, factors, H. C. F., L. C. M., and fractions.

Sixth Year.—Review fractions, using same text-book as used in fifth year. Take up decimal fractions, United States money, the practical side of denominate numbers, and if possible take the subject of percentage to interest.

Seventh Year.—White's New Complete Arithmetic.—Numbers of things and their relations are the subjects of study. All statements and analyses should correspond as nearly as may be with the relations of numbers as the pupil sees these relations; that is, no memorizing for memory's sake.

Fractions are taught from the actual division of objects, and the principles governing the operations in fractions shown to be the same as those governing the integral operations.

The winter term's work begins with decimal fractions.

The fundamental operations as applied to decimals follow the same principles that apply in whole numbers.

Denominate numbers are studied from measures and weights, which the pupils use in class room, under the direction of the teacher.

The metric system of weights and measures is studied from actual standards. Measurements are made and practical problems solved. Mensuration of surfaces and solids, the system of land surveys by which Illinois was surveyed, and a general review, occupy the spring term.

Eighth Year.—Same text-book as in previous year. The arithmetic work of this grade begins by reviewing rapidly the work gone over in the spring term of the seventh grade. This

review occupies two or three weeks. The work properly begins with percentage. The pupils are brought as near as possible to the real subject of thought. Notes, partial payments, the problems of simple interest, stocks, exchange, equation of payments, and analysis are subjects of study.

#### CONSTRUCTIVE GEOMETRY AND ELEMENTARY ALGEBRA.

Ninth Year.—The fall term and half of the winter term are given to the study of Constructive Geometry. This study tends to lead the pupil to rely on his own resources, to systematize his knowledge so that he may use it effectually, and to gradually induce such a degree of self-reliance as enables him to continue his studies with increased satisfaction. The pupils illustrate their theorems with forms of their own construction.

The second half of the winter term and the spring term are given to work in Elementary Algebra. The aim is to familiarize the pupil with the idea of general quantity, the service of convenient symbols to express it, and the use of the equation with one unknown quantity in the solution of problems.

#### SPELLING.

About the fifth week of school, phonic work is begun with the first grade and carried through the year: ten minutes daily.

About the eighth week, spelling is introduced and carried through the year. The words are chosen from all the other lessons, and fifteen minutes each day are devoted to the exercise.

The work is conducted somewhat differently in the upper grades, but the general plan is carried through the first four years. After the fourth year, spelling is taught only in connection with various lessons.

#### SCIENCE.

The subjects chosen are in connection with growing nature, and are correlated with literature, language, and other



studies, and every sort of science is included. The object of the lesson is a training of observation and a foundation for advanced work.

The sixth grade uses a text-book in the study of elementary physiology, physics, and botany during the three terms of the year, as indicated in the course of study.

BOTANY.—*Gray's How Plants Grow*.—SPRING TERM.

Seventh Grade.—While a text-book is used in this work, the principal part of the work is with leaves, buds, flowers, stems, seeds, etc. Excursions are made into the woods near by, and many flowers gathered. These are analyzed in a simple way, drawn, and pressed.

PHYSIOLOGY.—*Stowell's A Healthy Body*.

Eighth Grade.—The skeleton, muscles, skin, etc.; digestion, absorption, and assimilation; circulation, respiration, etc., nervous system; special senses, the organs connected with these.

During the first few days the skeleton is studied without the book, to give a better basis for the study of the organs of the body.

Ninth Grade.—In this grade the work will correspond to that of the preparatory class in the Normal Department.

PHYSICS.—*Shaw's Experiments*.

One term is spent in the study of a few phenomena, which may be illustrated by simple experiments. The pupils observe the experiments, and then write out and give in class, explanations of: (1) apparatus; (2) manipulation; (3) manifestation; (4) conclusions.

PHYSICAL TRAINING.

Physical training alternates with science. Work in the gymnasium one each week. Games taught under the supervision of the special teacher.

## LITERARY SOCIETIES.

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During the first term of the first year of the Institution the Zetetic Literary Society was organized. Later in the year a sister organization was planned for and in due time was thoroughly established and christened the Socratic Literary Society. Not many years since two new societies were organized by the faculty, but it seemed difficult for them to compete with the two older ones, because of their prestige of age and historical advantage, so in the course of a few years they were disbanded. Since then the two remaining organizations have met the demands of the school. These have a large membership and are well attended.

During the early part of the spring term of this year they gave a joint exhibition which netted them each a neat little sum, which has been added to their general funds from which each has appropriated fifty dollars toward the purchase of suitable stage fixtures for the Assembly hall consisting of a beautiful curtain, flies, wings, and an elegant frame structure for supporting these.

The most elaborate exhibition of what these societies are able to do is annually given to the public during Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the community where he may labor.

The faculty and Board of Trustees foster with much care the best interests of these valuable adjuncts to the literary work of the institution. Their usual time of meeting is on Friday evening of each week in halls elaborately furnished by the University and the members themselves.

## THE SUMMER SESSION.

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The Thirteenth Summer Session of the Southern Illinois Normal University will open on June 18, and close July 27, 1900. The plan of doing regular work for which credits are allowed has proved satisfactory in a large measure, and meets the demands of many ambitious students to take advanced standing and to bring up back work; also of those who are unable to attend a training school during the regular sessions of the institution.

To be able to make credits but two studies are allowed, unless by special permission a review may be granted. Since the length of this term is one-half of the regular terms the number of studies allowed is one-half the usual number.

However, the review classes will accommodate those who desire to do irregular work and take a greater number of studies.

### LIBRARY AND LABORATORIES.

The library and laboratories of the school will be open for the benefit of the students and are most valuable aids in prosecuting the work of the term.

### STATE CERTIFICATES.

Special opportunities will be offered those preparing to take the State examination in August next.

### LECTURES.

The evenings of Tuesday and Thursday of each week will be devoted to a series of twelve lectures on educational topics.

### TUITION.

No tuition will be charged. An incidental fee of one dollar will be the only expense connected with the session as far as instruction is concerned.

**BOARDING.**

Good board may be obtained in private families for \$3.00 to \$4.00; in clubs for \$2.50 to \$2.75 per week.

**SOCIAL PRIVILEGES.**

In addition to the evening lectures a number of receptions or socials will be held for the pleasure of those attending the summer session.

**COMMENCEMENT.**

Since the session follows so closely upon the close of the regular school year, those who contemplate attending the extra term would find it very pleasant to come on the ground as early as June 14 and enjoy the regular commencement exercises. The Annual Address, by some noted speaker on this occasion, will be well worth the extra expense incurred by coming a few days in advance.

**CHURCHES.**

The several churches of Carbondale extend a most cordial invitation to all students of the session to worship with them during their sojourn in the city.

**INDEPENDENCE DAY.**

The regular work of the session will be discontinued during the Fourth of July. The members are urged to celebrate the nation's independence in an appropriate manner as far as possible. The teachers of our land should be the last to become indifferent regarding the proper recognition of Independence Day.



## **SYLLABUSES OF DEPARTMENTS.**

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### **Psychology.**

D. B. PARKINSON.

Following very largely the plan of the regular work of the institution, the work in this department will be offered in two grades, the B and the A.

In the B class the matter will be presented in the manner adopted by McLellan and Dewey in "Applied Psychology," giving special emphasis to the vital relations existing between the psychology and pedagogy. A thorough discussion of the educational maxims will be encouraged.

The class in A will confine its effort to a more elaborate discussion of the generic and specific powers of the mind, following somewhat the order chosen by Davis in his "Elements of Psychology."

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### **Pedagogy and School Law.**

JAMES KIRK.

Opportunity will be given to students to do work in pedagogy covering the requirements of the several terms assigned to it in the school course of study.

Briefly, this comprises the function, organization and management of the school; the stages and the principles of mental development; the purpose and the method of the recitation; the significance of habit and the formation of character; the history of education; and the philosophy of education. New students can find more extended description of the work of the several classes in the catalogue of the school. If the conditions of the summer session should seem to require variation from the work of the regular terms, change can be made; and it may be understood that work of value equal to that of any regular term will receive the credit which is given to the work of that term.

The school law of Illinois will be studied. Of the rights and duties even of teachers there is embarrassing ignorance among school workers. The privileges and obligations of teachers, and the requirements of all officers connected with our school system, will be as thoroughly considered as the length of the term will permit.

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### **Elocution, Rhetoric and Literature.**

H. W. SHRYOCK.

This department will offer the following courses:

(A) Elocution—Text-book, Hamill.

(B) Rhetoric—Text, Cairn's Forms of Discourse. Each student will be required to prepare six themes.

(C) A course in Technique of English Fiction; illustrative material drawn from Tom Jones, Clarissa Harlow, Robinson Crusoe, Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

(D) Course in Technique of English Poetry. Texts, Corson's Primer of English Verse, Lanier's Science of English Verse; illustrative material drawn from Sweet's Second Middle English Primer and Syle's Poetry from Milton to Tennyson.

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### **English Grammar.**

MARTHA BUCK.

The following classes will be offered in this department:

B. Grammar—In which two weeks will be given to punctuation, and one week each to substantive relations, predicate verbs, phrases, and infinitives and participles. This is the work done in the first term of our Normal courses.

A Grammar—In which will be studied methods of teaching language and grammar through all the grades. This work is not a study of grammar, but of how to teach it.

English Analysis—In which will be studied the idiomatic expressions, abridged clauses, logical connections, and rhetorical variations. In order to enter this class, pupils must have studied rhetoric, as its principles are applied and its terms are used in the daily recitation.

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## **Mathematics**

SAMUEL E. HARWOOD.

Arithmetic C—Will be a special class organized for those who do not wish to make credits on the course. The topics emphasized will be percentage, proportion, metric system, and mensuration. Rapid solutions and good forms will be required.

Arithmetic B—Is the regular arithmetic in the Normal courses, and covers the theory of the subject with sufficient problems to illustrate the various principles. This work is for students already pretty well grounded in ordinary arithmetic. Beman and Smith's Higher is the text.

Algebra C—Wells' Essentials is the text. The work covers matter to simultaneous equations. The fundamental processes, parenthesis, laws of signs, principles of factoring, the uses of fractions, and the value of axioms, are the most important phases of the work.

Geometry C—Is the first half of Wells' Essentials, plane geometry. Clear definitions, close reasoning, and skillful constructions will be sought. Original theorems will receive much attention.

Advanced Work—Will be given wherever the demand is sufficient and the time will allow.

## **Biology and Physiology.**

GEORGE H. FRENCH.

**Zoology**—In this no text-book will be used, but the pupil will need a note book of convenient size in which to copy classifications as given from charts. Explanations of these will be given in lectures; and illustrations may be found in the museum, in books in the library, ordinary text-books, or the lowest form in water by the use of the microscope. In connection with this pupils can have the usual laboratory work in zoology or animal biology.

**Botany**—Three grades of work will be offered in this study—the work given in Gray's School and Field Book, the more advanced work in which Campbell's Structural and Systematic Botany will be the text, and in connection with this the Laboratory Botany or Plant Biology.

**Physiology**—A review of the text-book physiology will be offered, together with laboratory work in histology and dissection. Three hours each week will be devoted to the laboratory work. Credits will be given in either of these branches for work completed.

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## **Latin.**

CARLOS E. ALLEN.

**J Latin**—First Latin Book, Collar and Daniell. About forty lessons from this book will be completed. This course is for beginners and for those who wish a review of Latin lessons. Special attention will be paid to quantity and pronunciation.

**F Latin**—Book I. of Caesar's Gallic War. Prose exercises for oral translation, from Daniell's New Latin Composition, will be taken daily, and written exercises in prose composition, will be assigned about once each week. This course is offered primarily for those who desire a review of Latin grammar and drill in prose composition.



A Latin—Virgil-Aeneid, Books V. and VI., Eclogues. Practice in reading the Latin as poetry will be given.

J German—Collar's Shorter Eysenbach and Guerber's "Maerchen und Erzählungen," Vol. I., are the text-books required for this course in beginning German. About fourteen lessons from the Eysenbach will be completed, and several stories from Guerber will be read. More than ordinary attention will be given to German conversation in the class-room work.

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### Physics.

W. B. DAVIS.

In the study of this subject during the Summer Session, three ends will be sought. (1) A mastery of the principles of physics. (2) Experimental demonstration of these principles. (3) As much of the mathematics of physics as the limited time will permit.

After the general and special properties of matter have been discussed, the following subjects will be taken up: mechanics, sound, electricity, heat, light.

Students desiring to make a grade on the records of the University will devote four hours each day to this subject, at least three of which must be in the laboratory.

The additions to the working department of the laboratory—lathe, bench, and a complete equipment of valuable tools—make it possible to give attention to the construction of apparatus that can be made by any teacher and can be used in any school.

Constant efforts will be made to have students perceive the common uses and advantages of physical phenomena.

The course is open to all who have a good knowledge of arithmetic.

## **Geography and History.**

G. W. SMITH.

This department will offer four regular studies:

B Geography—This work will take up these general topics: (1) Mathematical geography. (2) Agents at work in modifying the earth's surface. (3) Influence of climate and structure upon the life forms. (4) Study of each continent. (5) Man in relation to his geographical surroundings.

A Geography—These general topics will be discussed: (1) Survey of the subject-matter. (2) The sense phase of geography. (3) The representative phase. (4) The rational phase. (5) The course in geography. (6) Lesson outlines.

B History will take up: (1) Declaration of Independence and State governments. (2) Articles of Confederation. (3) The Constitutional Convention and its result. (4) Organization of the government under the Constitution. (5) The two theories of government. (6) Slavery, civil war, and reconstruction.

A History—This work will be given under these general heads: (1) General nature of history. (2) Processes of organization. (3) Application of organization to United States history. (4) The elementary phases of United States history.

Note.—To accommodate those wishing to take the State Examination, classes may be organized in other studies in this department.

# PROGRAM OF EXERCISES.

## FOR SUMMER SESSION.

TEACHERS..	Parkinson.	Buck.	French.	Smith.	Harwood.	Allen.	Shryock.	Kirk.	Davis.
ROOM .....	20	11	31	15	8	24	17	10	33
7:45.....	Office.			B Geog	C Algebra	F Latin	Rhetoric	E Pedagogy	
8:45.....	Library	B Gram.	Botany	A Geog.	C Geom.	J Latin	Eng. Lit.	D Pedagogy	A Physics
9:45.....	B Psychol.	A Gram.		B History.	Library	J German	Elocution	C Pedagogy	A Physics
10:45.....	A Psychol.	Eng. Anal.	Physiology	A History	B Arith.	A Latin	Eng. Auth.	Library	B Physics
11:45.....									
12:00.....									
2:00.. .....	Office		Biology		C Arith.		Library	School Law	
3:00.....			Biology			Library			

ASSEMBLY HOUR.  
NOON RECESS.

— **Lecture Course.**

During the past two years the Institution has provided a free lecture course for the benefit of the students. The lectures delivered during the past year are as follows:

Fall Term.—“Organized Society” by Prof. Geo. W. Smith of the faculty. 2. “A Visit to Rugby, England,” by Supt. N. C. Dougherty, Peoria. 3. “An Evening With Shakespeare,” by Major J. B. Merwin, St. Louis.

Winter Term.—1. “Freedom Through the Truth,” by Prof. S. E. Harwood of the Faculty. 2. “The Distribution of Africa Among the Nations of Europe,” by Prof. W. F. Rocheleau, Chicago. 3. “International Law,” by Principal C. R. Vandervort, Peoria.

Spring Term—1. “Modern Education,” by Hon. Miles Frederick Gilbert, Cairo. 2. “Alexander Hamilton, the Patriot Lawyer and Statesman,” by Judge O. A. Hurker, Carbondale.

The plan of offering a free course of lectures has proved very popular among the students, and faculty, and the citizens of Carbondale. It is expected that the plan will be continued, at least for another year.

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**The Pledge.**

Those who receive free tuition are required to give a pledge to teach in Illinois as many terms as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year until this pledge is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of pledge required:



“In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void, provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I permanently engage in some other occupation, and do not teach the required number of months, I promise to pay the difference between the regular tuition and the incidental fee for the remaining time.”

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### **Standard of Intellectual and Moral Character.**

When it is evident that one who has taken the pledge to teach can not for any reason become a good teacher, it becomes a duty to advise him to withdraw from the school or to require the payment of tuition.

It should also be understood that the institution does not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school. It is a helpful influence for a young person to know that someone has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

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### **Accredited High Schools.**

For some years the Southern Illinois Normal has used the list of accredited High Schools prepared by the University of Illinois. Since the State University has discontinued the pub-

lication of such a list, this institution is planning to become acquainted with the High Schools of Southern Illinois, so as to be able to give proper credit to those departments of any of these schools where satisfactory work is done.

In order that this may be fairly done, quite a constant care is required as the teachers of these departments and grades change frequently, hence the character of the work varies from year to year. In cases where the entire course in these High Schools is well and favorably known a credit of one year is allowed; and where a student has graduated from a four year's Latin course, even a greater credit is granted, depending upon the strength of the student.

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## TEXT BOOKS.

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American Literature—Hawthorne and Lemmon. Mathews.

Algebra—Wells' Essentials.

Arithmetic—McLellan and Ames; Beman & Smith.

Astronomy—Todd.

Bookkeeping—Williams and Rogers.

Botany—Gray's School Field Book, and Campbell.

Chemistry—Williams.

Civil Government—Hinsdale.

Elocution—Hamill.

English Literature—Painter, Corson, Brooke, Minto.

Geography—Frye and Natural.

Geology—Le Conte.

Geometry—Wells' Essentials of Plane and Solid.

German—Collar's Shorter Eysenbach.

Maerchen und Erzachlungen I, Guerber.

Composition—Harris.

Grammar—Buck's Elements.

Buck's Grammar.

Greek—"The Beginner's Greek Book."—White.

Memorabilia of Socrates.—Robbins.

Iliad—Seymour.

History—American—Channing and McMaster.

English—————

General—Myers.

Latin—"First Latin Book"—Collar and Daniell.

A Junior Latin Book—Rolfe and Dennison.

New Latin Composition—Daniell.

Cicero—Allen and Greenough.

Vergil—Greenough and Kittredge.

Latin Grammar—Harkness.

Ovid—Allen and Greenough.

Methods in History—Mace.

Mineralogy—Foye.

Orthography—"National Speller and Word Book."

Pedagogy—Hewitt, and Halleck.

Compayre's Psychology Applied to Education.

Rosenkranz's Philosophy of Education.

White's School Management.

Penmanship—Merrill.

Phonics—De Garmo.

Physical Geography—Davis

Physics—Avery. Gage's First Principles—Avery—Sinnott.

Physiology—Tracey.

Psychology—Ladd, McLellan and Dewey, Davis.

Reading—New Franklin Fifth.

Rhetoric—Genung, Cairus, Keeler.

Trigonometry and Surveying—Wentworth.

Vocal Music—Normal Course—(Tufts & Holt).

Word Analysis—Swinton.

Zoology—Holder (B); Dodge (A).

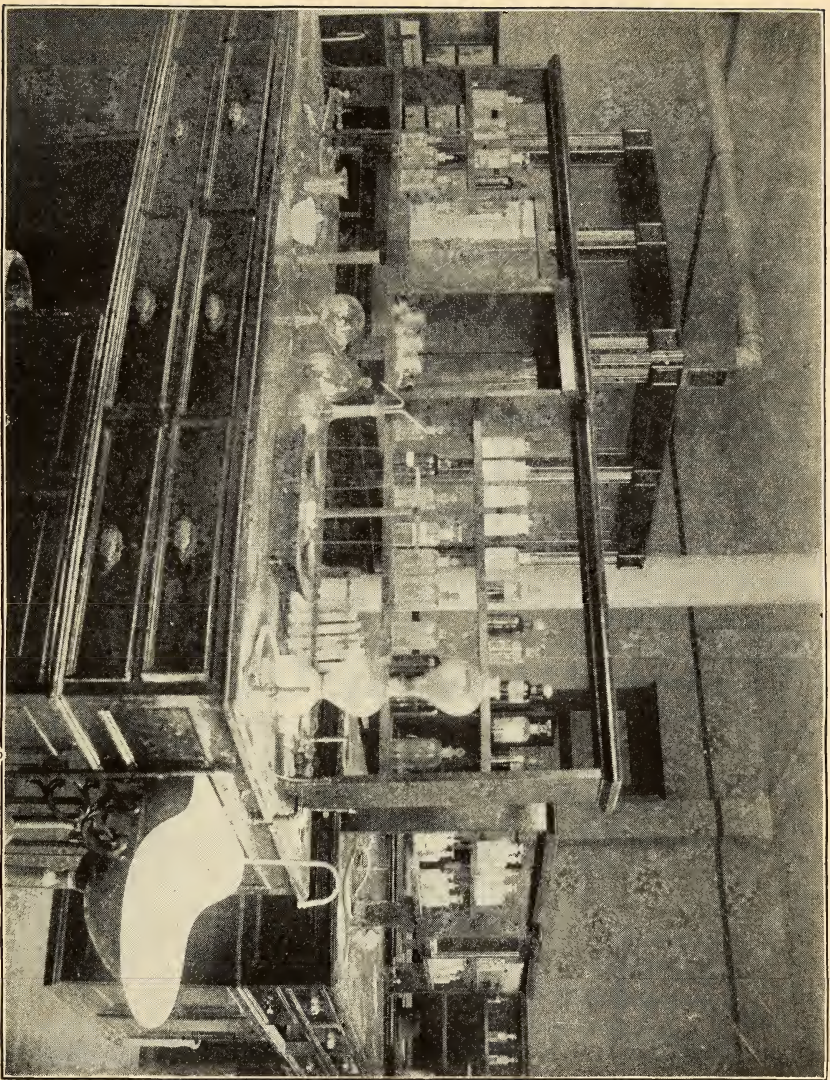
## LIST OF STUDENTS.

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### PRACTICE TEACHERS.

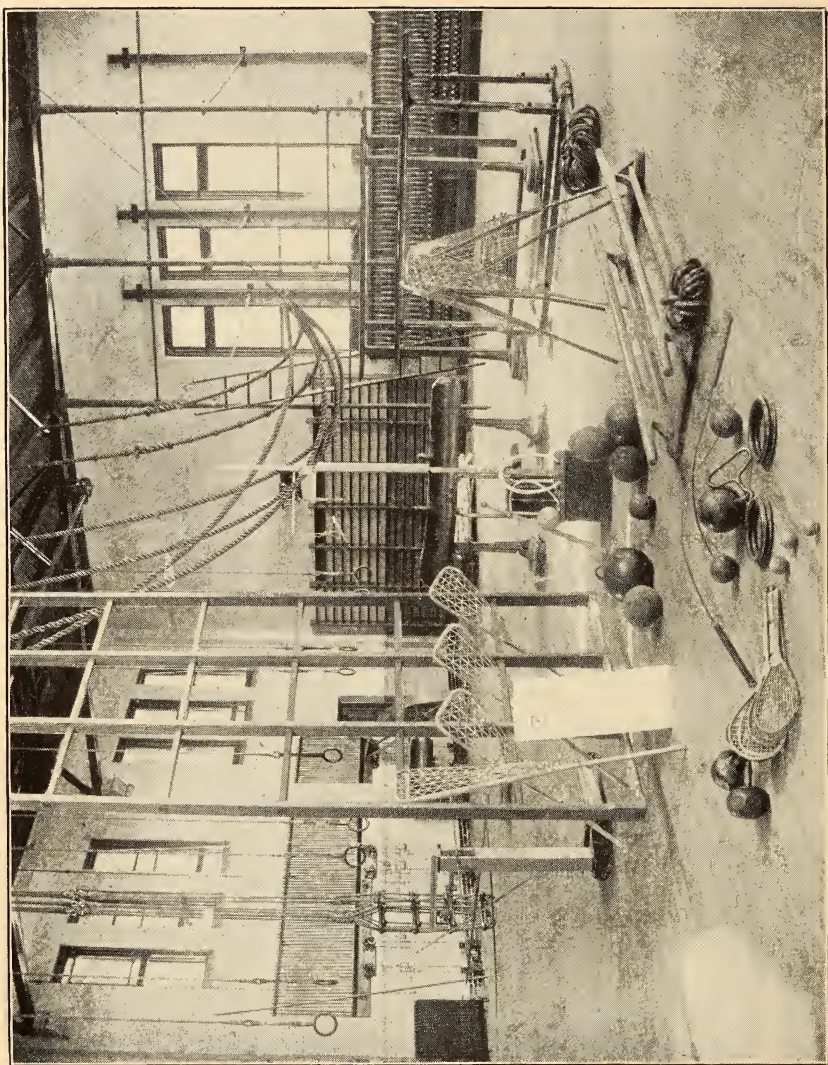
Allen, Frank (2)	Kirk, Vida G. (3)
Andrus, Antoinette (2)	Launer, June G. (1)
Barrow, John ( $\frac{2}{3}$ )	Launer, Stella (2)
Beecher, H. W. ( $\frac{1}{3}$ )	Layman, Thomas (1)
Besse, Beula (3)	Lee, Ardell (1)
Blevins, Jessie (1)	Lee, Arthur (1)
Boles, Hosea ( $1\frac{1}{2}$ )	Lightfoot, Anna (1)
- Bowyer, Emma (1)	Marberry, J. O. (1)
Brubaker, Loren (1)	Marvin, Minnie (1)
Brush, Bessie (1)	McGregor, D. M. (1)
Campbell, James (1)	McLaughlin, Harry, ( $\frac{2}{3}$ )
Cook, Evalyn (2)	Mitchell, Jennie (2)
Cross, Kent K. (1)	Montgomery, Joseph (1)
Curry, Stella (1)	Moore, Ida (1)
Daniel, Frank ( $\frac{1}{3}$ )	Morton, Lottie (2)
Davis, A. Clare (1)	Ozment, Elvis (1)
Demmer, John ( $1\frac{1}{2}$ )	Palmer, Lena M. (1)
Elder, Mary E. (1)	Parkinson, Clarence ( $\frac{1}{2}$ )
Etherton, Harmon (2)	Perce, Clara (3)
Gains, Effie (1)	Pollock, Clara (2)
Gambill, John M. (1)	Raynor, May (1)
Garrison, Estella (1)	Reef, A. J. ( $2\frac{1}{2}$ )
Gollon, Rose (1)	Robinson, Mattie J. (2)
Groves, C. C. (2)	Schenck, Bertha (2)
Gurley, M. A. (1)	Schmalhausen, Winifred (1)
Hill, D. S. (1)	Schwartz, Chester (1)
Hill, Laura (2)	Smith, Ada (1)
Hill, Mabel (1)	Smith, T. B. F. (2)
Hiller, J. A. (1)	Spiller, Bertha Mabel (2)
Iles, Victor (1)	Sprague, Jessie (2)
Jenkins, Alida (1)	Strickland, Amos (2)
Jenkins, Zenas (1)	Stewart, Nora (1)
Kell, Ida (1)	





VIEW IN CHEMICAL LABORATORY.





VIEW IN GYMNASIUM.

Taggart, Lena (1)

Teeter, Lillian (1)

Temple, H. W. (2)

Thomas, Ed. (1)

Thomson, Lavern (1)

Thornton, Nellie (2)

Whittenberg, Lulu (1)

Wyatt, Myrtle (1)

Wyatt, Roscoe (1)

**Post Graduates.**

## NAME.

## RESIDENCE.

Blake, E. L.....Carbondale

Brainard, Pearl.....Carbondale

Bryden, Helen.....Carbondale

Jenkins, Harriet.....Elkville

Jones, David O.....DeSoto

Murphy, Gordon.....Carbondale

Roe, Nellie.....Carbondale

Thorton, Edna.....Osage

Toler, Wm L.....Jonesboro

Jenkins, John.....Cobden

**Seniors.**

Besse, Beula.....Carbondale

Boomer, Simeon.....Buncombe

Elder, Mary E.....Carbondale

Fryar, Mary.....Carbondale

Groves, C. Cooper.....Sumner

Hartwell, Andrew Duff.....Marion

Kell, Ida.....Kell

Kessler, Harvey L.....Smithboro

Marberry, J. Oscar.....Reevesville

McConaghie, Tillie.....Oakdale

McKnelly, Jacob.....Hord

Plater, M. Ethel.....Carbondale

Pollock, Clara.....Carbondale

Reef, A. J.....Carbondale

Robinson, Mattie J.....Waltonville

Spence, Bertha.....Carbondale

Stewart, Nora.....Carbondale

**Normal.**

NAME.	RESIDENCE.
Alexander, Ethel.....	Sparta
Allen, Frank B.....	Carbondale
Allen, John H.....	Ashley
Allen, Susan Catherine.....	Sheller
Andrus, Antoinette.....	Mt. Carmel
Armstrong, Paul D.....	Alton
Baker, Arthur.....	Carterville
Baker, Roscoe.....	Anna
Ballard, Sanford E.....	Pinckneyville
Barrow, John V.....	Campbell Hill
Barnard, Lynn G.....	Olney
Barnett, Arthur T.....	Bridgeport
Beecher, Henry Ward.....	Makanda
Bellamy, John G.....	DuQuoin
Bennett, Robert.....	Carbondale
Birkholz, Charles.....	Caterville
Black, Fannie.....	Absher
Blake, Rollie.....	Osage
Blevins, Jessie A.....	Murphysboro
Bodley, Bertha.....	Shattuc
Boggs, Victor.....	Kell
Bolden, Alice.....	Pinckneyville
Boles, Hosea.....	Pulley's Mill
Bonham, Archie J.....	Carbondale
Bonham, Welcome H.....	Carbondale
Bopp, Julius V.....	Miley
Bowers, Samuel P.....	Bonpas
Bowyer, Emma L.....	Carbondale
Bowyer, Hattie H.....	Carbondale
Boyle, Lizzie.....	Marissa
Brandon, Wm. A.....	Makanda
Brewster, Hallie.....	Carbondale
Brown, L. W.....	Balcom



NAME.	RESIDENCE.
Brown, Robert E.....	Anna
Brubaker, Loren E.....	Salem
Brubaker, Marvin D.....	Iuka
Brush, Bessie.....	Carbondale
Burton, A. H.....	Cisne
Campbell, Chas. L.....	Carbondale
Campbell, James S.....	Marion
Carr, Bertha L.....	Freeburg
Carter, Maggie.....	Dongola
Carter, Gertrude.....	Ashley
Case, Sarah E.....	Johnsonville
Cauble, Myrtle.....	Alto Pass
Chapman, Frank R.....	DuBois
Chapman, G. P.....	Auburn
Charlton, Bessie V.....	Cartter
Clark, Elias M.....	Rupe
Clark, Emma J.....	Carbondale
Clendenin, Ruth E.....	Ava
Cletcher, Della L.....	Allen Springs
Cockrell, Chas. L. ....	Kinmundy
Coleman, Roscoe A.....	Carterville
Cook, Evalyn.....	Oconee
Cook, Iris L.....	Oconee
Cook, Lillian B.....	Cairo
Cox, Henry L.....	Ozark
Cox, Loyd F.....	Ozark
Craigwell, Bert C.....	Carbondale
Crawshaw, Dean E.....	Carbondale
Crews, Genora.....	Elkville
Cross, Kent K.....	Shiloh Hill
Crow, Eleanor.....	Carbondale
Cruse, Grant.....	Carterville
Currey, Stella.....	West Salem
Cutter, Kate.....	Olney

NAME.	RESIDENCE.
Daily, T. H.....	Ridgway
Dale, Lulu.....	Dongola
Daniel, Frank.....	Mt. Vernon
Davis, Clara.....	Carbondale
Davis, Ella.....	Levings
Davis, James H. M.....	Murphysboro
Davis, Mae.....	Murphysboro
Davis, Roy.....	Carbondale
Demmer, John.....	Pinckneyville
Dixon, Estella B.....	Carbondale
Diarman, May R.....	Golconda
Doak, Orville.....	Carbondale
Dorsey, C. A.....	Carbondale
Draper, Belzic.....	Mayberry
Dueker, Tamar.....	Red Bud
Duncan, Gladys.....	Highland
Easley, Eva.....	Cartter
Eaton, Walter.....	DuQuoin
Edmiston, Florence H.....	Olney
Elliott, Hattie.....	Carbondale
Elliston, Anna.....	Waltonville
Elston, Rannie.....	Olney
Ernest, T. R.....	Swanwick
Ervin, Mary E.....	Blair
Etherton, Charlie.....	Carbondale
Etherton, Harmon.....	Carbondale
Etherton, Homer D.....	Carbondale
Etherton, William J.....	Carbondale
Evers, Hester.....	Belknap
Ferrill, E. G.....	Jonesboro
Fitch, Ostella.....	Wynooosa
Fishel, John Wm.....	Olney
Foster, Arthur O.....	Ashley
Foster, Virlando C.....	Ashley

NAME.	RESIDENCE.
Freeman Benjamin F.....	Gards Point
Freeman, John W.....	Gards Point
Fulenwider, Amanda.....	Jonesboro
Gadau, Maria Emma.....	Olney
Gain, Effie Pearl.....	Carbondale
Galbraith, Ralph O.....	Johnsonville
Gambill, John M.....	Lake Creek
Gant, Annie.....	Chester
Ganter, Alexander.....	Floraville
Gardner, Ira.....	Kinmundy
Garrison, Estella.....	Garrison
Garrison, Gregg.....	Garrison
Glidewell, Bessie.....	Carterville
Goe, Portia Theresa.....	Stone Fort
Gollon, Rose.....	Chester
Gould, Alice.....	Sumner
Grandstaff, Nell.....	Villa Ridge
Grater, Harry A.....	Carbondale
Gray, Anna.....	Vienna
Gray, Daisy.....	Vienna
Gray, Molly Adeline.....	Marissa
Green, Eva M.....	Hartsville
Gubelman, Lily.....	Sumner
Gurley, Malcolm A.....	Makanda
Hagebusch, Madison C.....	Nashville
Hall, Gertrude J.....	Wetaug
Hamill, Clara M.....	Freeburg
Harker, Winifred.....	Carbondale
Harmon, Sherman.....	Bonpas
Harrell, Mabel.....	Carbondale
Harris, Will T.....	Carbondale
Harrison, Ada I.....	Christopher
Harrison, Chas. H.....	Vick
Hartman, Fannie M.....	Makanda

NAME.	RESIDENCE.
Hartwell, Claude.....	Marion
Hawkins, Anna.....	Tamaroa
Hawkins, Dwight.....	Carbondale
Hawkins, Estella P.....	Carbondale
Hawkins, May S.....	Beechwood
Hawley, Mary A.....	Levings
Hayton, Kate W.....	Carbondale
Heaton, Edmund.....	New Burnside
Heaton, Georgia.....	New Brunside
Helm, Emma.....	Metropolis
Henry, Clinton.....	Sumner
Hester, Edna A.....	Carbondale
Hickam, Ida.....	Carbondale
Hill, David Stanley.....	Calhoun
Hill, Jennie.....	Carbondale
Hill, Laura M.....	Marissa
Hill, Mabel L.....	Calhoun
Hiller, J. A.....	Enterprise
Hinderliter, M. L.....	West Salem
Hine, Chas. M.....	Shawneetown
Hisson, Cora Bell.....	Marissa
Hisson, Mae.....	Coulterville
Hobbs, Tom.....	Carbondale
Hodge Gertrude E.....	Golconda
Holland, Alonzo.....	Cottonwood
Holloman, Pearl.....	Cobden
Houser, Alpha Burdet.....	Ashley
Houser, John Elvie.....	Ashley
Houser, Mertie L.....	Ashley
Hunsaker, Andrew.....	Cobden
Hunter, Thos. G.....	Cairo
Iles, I. Victor.....	Dudley
Irvin, John.....	Broughton
Irvin, Tillie.....	Broughton



NAME.	RESIDENCE.
Jacobs, Bessie.....	Cape Girardeau
Jenkins, Alida Cecil.....	Elkville
Jenkins, Maude.....	Dongola
Jenkins, Zenas.....	Dongola
Johnson, Amos.....	Wynoose
Johnson, Alva J.....	Sheller
Johnson, Josiah.....	Tamaroa
Johnson, Samuel J.....	Smithton
Johnston, Bertha A.....	Carbondale
Jones, Melvin.....	Moscow
Joyner, Marian E.....	Harrisburg
Keesee, Leota.....	Carbondale
Kell, Alice Marie.....	Kell
Kell, Sherman L.....	Kell
Keller, Willis.....	San Antonio, Tex.
Kelly, J. R.....	Mt. Carmel
Kelsey, Mary E.....	DuBois
Kimmel, Jessie.....	Anna
Kingsbury, H. D.....	Calhoun
Kirk, Mary E.....	Carbondale
Kirk, Vida G.....	Carbondale
Knapp, Noah.....	Arcola
Lacy, Ernest W.....	Belknap
Launer, June G.....	Olney
Launer, Stella M.....	Olney
Layman, Nelson.....	Tamaroa
Layman, Thos. J.....	Benton
Leach, Eustace.....	Golden Gate
Lee, Ardell A.....	Carbondale
Lee, Chester A.....	Carbondale
Lewis, Elijah.....	Carbondale
Lewis, Roscoe.....	Carbondale
Lewis, Spiller D.....	Carbondale
Lightfoot, Anna E.....	Carbondale

NAME.	RESIDENCE.
Lightfoot, Ella.....	Carbondale
Lingle, Fred L.....	Makanda
Locklar, Henry C.....	Harrisburg
Lotshaw, Frank W.....	Johnsonville
Lucas, Effie.....	Olney
Mackey, J. Frank.....	Vienna
Mandrell, Jerry.....	Woodlawn
Mann, S. Albina.....	Cutler
Mannen, Lela P.....	Waltonville
Marron, Minnie D.....	Carbondale
Marsh, Carrie P.....	DeSoto
Martin, Jas. W.....	Regent
Martin, Rollo A.....	Osage
Martin, William H.....	Norris City
Marvin, Minnie.....	Carbondale
Maxwell, Ida.....	Carbondale
Maxwell, J. H.....	Oakdale
McConaghie, Elizabeth J.....	Oakdale
McCue, John Edgar.....	Shawneetown
McCurday, Rollan Henry.....	Tamaroa
McGregor, Daniel.....	Gards Point
McKinney, Henry T.....	Marion
McLaughlin Harry H.....	Carterville
McMurphy, Kate M.....	Makanda
McLin, Emma C.....	Fairfield
Melton, Daniel G.....	Opdyke
Mertz, Bertie.....	Carbondale
Miller, Effie M.....	Carbondale
Miller, John M.....	Pyatt
Miller, Lawrence M.....	Nashville
Miller, Stacy.....	Carbondale
Mitchell, Jennie E.....	Portland
Montgomery, J. T.....	Passport
Montroy, Zach. M.....	Chester

NAME.	RESIDENCE.
Moore, Alva.....	Helena
Moore, Ida May.....	Salem
Morton, Lottie.....	Carbondale
Murken, Fred E.....	Beaucoup
Naumann, Carrie.....	Carbondale
Neely, Thomas T.....	Azotus
Norton, M. Belle.....	Pomona
Norsworthy, Alfred.....	Keensburg
Oneal, Fred W.....	Creal Springs
Owens, Bertha B.....	Villa Ridge
Owens, Nannie C.....	Villa Ridge
Ozment, Elvis W.....	Cawthon
Ozment, Lettie.....	Cawthon
Ozment, Wm. Lee.....	Cawthon
Palmer, Lena Maude.....	Cairo
Parkinson, Clarence C.....	Highland
Parmely, Indya R.....	Rock
Parmley, Joseph.....	Creal Springs
Patton, Braden E.....	Locust Grove
Penrod, Blanche B.....	Bosky Dell
Perce, Clara P.....	Carbondale
Perkins, Lyman A.....	Vergennes
Phillips, Grace.....	Carbondale
Poff, Ada B.....	Olney
Pohlmann, Henry.....	Plum Hill
Poole, Cassie.....	Nashville
Porter, Agnes.....	Murphysboro
Porter, May.....	Murphysboro
Presson, Loren.....	Makanda
Presson, William.....	Carbondale
Ramsey, J. H.....	St. Francisville
Randolph, Robert R.....	Golconda
Raynor, May C.....	Carbondale
Reed, Oliver M.....	Ware

NAME.	RESIDENCE.
Rees, Rollie Jesse.....	DeSoto
Reeves, A. H.....	Cottonwood
Ridge, Mary F.....	Dongola
Rinehart, Roy.....	Mill Creek
Roberts, Flora.....	Carbondale
Robertson, Essie.....	Hartsville
Robertson, James.....	Elvira
Robinson, Lillian.....	Murphysboro
Rosson, Maude.....	Vergennes
Rush, Lelia A.....	Metropolis
Schenck, Bertha L.....	Paris
Scherer Geo. E.....	Olney
Schlich, Adolph.....	Okawville
Schmalhausen, Ella.....	Olney
Schmalhausen, Winnie.....	Olney
Schucker, Harvey E.....	Lancaster
Schwartz, Chester.....	Elkville
Schwartz, Fannie.....	Elkville
Scott, Lilly A.....	Brownfield
Scott, Rolla M.....	Anna
Seiber, Samuel J.....	Cartter
Simmons, Mary A.....	Marion
Simmons, Nora G.....	Marion
Skaggs, Wm. W.....	Marion
Skinner, Hosea E.....	Wolf Creek
Smith, Ada I.....	Carbondale
Smith, Ausby L.....	Okawville
Smith, Dennette D.....	Marion
Smith, Flora.....	Murphysboro
Smith, Henry W.....	Arcola
Smith, Minnie.....	Carbondale
Smith, T. B. F.....	Carbondale
Snook, Mamie.....	Chester
Spencer, Wm. L.....	McLeansboro



NAME.	RESIDENCE.
Spiller, Mabel.....	Carbondale
Sprague, Jessie.....	Cutler
Sprague, Will.....	Cutler
Stephens, Collie Henry.....	Ashley
Stevenson, Edward L.....	Lake Creek
Stewart, Zella.....	Carbondale
Stilley, Edwin W.....	Boulder
Stockton, Gosper.....	Tamaroa
Stoner, Thos. H.....	Grand Tower
Stotlar, John Y.....	Carbondale
Strickland, Amos A.....	Sheller
Strickland, F. Marion.....	Sheller
Strickland, Laura.....	Sheller
Summerville, Ira S.....	Irvington
Taggart, Lena E.....	Norris City
Tanner, Lillian.....	Menrad
Tansey, John L.....	Renault
Tate, Dosia A.....	Smithton
Tate, Hallie M.....	Smithton
Taylor, Clifton.....	Carbondale
Taylor, Roscoe A.....	Carbondale
Teeter, Lillian B.....	Carbondale
Temple, Gertrude C.....	Carbondale
Temple, H. W.....	Carbondale
Thomas, J. Ed.....	Makanda
Thomson, Elizabeth.....	Parkersburg
Thompson, Fred.....	Opdyke
Thomson, Lavern.....	Parkersburg
Thornton, John W.....	Lick Creek
Thornton, Nellie.....	Osage
Threlkeld, Harry.....	Opdyke
Toler, Albert C.....	Regent
Toler, Sam.....	Carbondale
Trampe, Mary C.....	Massac

NAME.	RESIDENCE.
Trammell, Geo. C.....	Lick Creek
Trobaugh, Wm. W.....	Carbondale
Tweedy, Walter R.....	Makanda
Valentine, Ira.....	Carbondale
Walker, Grace.....	Mulberry Grove
Walker, Nellie.....	Beechwood
Walker, Pauline.....	McLeansboro
Walter, Laura D.....	Brownfield
Walther, J. A. B.....	Golconda
Warnecke, John G.....	Carlyle
Watson, Elmer.....	Osage
Webber, Dick.....	Galatia
Weiler, Anna C.....	Claremont
Wells, Anna E.....	Chester
West, Wm. A.....	Omaha
Weston, Bessie M.....	Carbondale
Wham, Edgar B.....	Cartter
Whitlock, Minnie.....	Dix
Whitlock Walter H.....	Dix
Whittenberg, Lulu.....	Vienna
Wilkins, Roy.....	Foxville
Williamson, Anna J.....	Rice
Wilson, John M.....	Anna
Wilson, Wm. P.....	Campbell Hill
Winfrey, Guy L.....	Carbondale
Winston, Lafayette.....	Metropolis
Wood, George.....	Patton Station
Woods, Lulu.....	Carbondale
Worthen, Carrie.....	Sand Ridge
Worthen, Hugh O.....	Murphysboro
Wyatt, Annie Myrtle.....	Carbondale
Wyatt, Roscoe.....	Cartter
Yager, Esther.....	Parkersburg
Youngkin, James H.....	Makanda

## PREPARATORY.

NAME.	RESIDENCE.
Abbott, Lucile B.....	East St. Louis
Abbott, Luana Ferne.....	East St. Louis
Alexander, Jessie.....	Carbondale
Alexander, Lizzie.....	Carbondale
Allen, Chas. E.....	Scheller
Arnold, Frank.....	Carbondale
Bade, F. W.....	Chalfin Bridge
Baggett, Chas.....	Carbondale
Barker, Arthur.....	Cisne
Batson, Pearl.....	Carbondale
Beckemeyer, Harry J.....	Buxton
Black, Roy.....	Absher
Blevins, Leo A.....	Etherton
Bonney, Ethel.....	Carbondale
Bossle, Lydia.....	DuQuoin
Boucher, Kate P.....	Murphysboro
Bourchier, Clarence.....	Carbondale
Bourne, Cora.....	Wynoose
Bowlby, Joel M.....	Carbondale
Brainard, Jessie.....	Carbondale
Brandon, Grace.....	Makanda
Brines, Fred H.....	Lancaster
Brooks, Ernest.....	Cobden
Burgess, Gervais.....	Lake Creek
Burgess, Lena.....	Lake Creek
Campbell, John A.....	Carbondale
Campbell, John.....	Carbondale
Chapman Kate E.....	Carbondale
Chappell, Fannie.....	Francisco, Ind
Christoph, Charlotte.....	Carbondale
Clodfelter, Ira A.....	West Salem
Clyburn, Effie.....	Makanda
Conlee, Mollie.....	Waltonville

NAME.	RESIDENCE.
Corr, Ivan.....	Rice
Craven, Lora E.....	Carterville
Crenshaw, Ruth.....	Carbondale
Cruse, Emma.....	Carbondale
Cruse, Robert.....	Carterville
Daniels, Alice.....	Carbondale
Davis, Amos W.....	Belle Prairie
Deniston, Maurice C.....	Carbondale
Dickson, Lizzie.....	Marissa
Dillard, Dolly G.....	Stone Fort
Dinzler, Martin.....	Chalfin Bridge
Draper, Francis M.....	Mayberry
Eaton, Roger W.....	Sunfield
Ervin, Mary.....	Coulterville
Ervin, Matilda.....	Swanwick
Eubank, James I.....	Russellville
Evans, Leah.....	Carbondale
Ford, Erie.....	Mt. Vernon
Fox, Elbert.....	Carbondale
Gain, Omer O.....	Carbondale
Garrison, Arnold.....	Garrison
Ghent, Edith.....	Carbondale
Gilbert, Maude.....	Waltonville
Gilleas, Eleanor J.....	Carbondale
Gore, Don C.....	Olmstead
Greathouse, Elmer G.....	Lancaster
Hagler, Bertha.....	Carbondale
Hagler, Nora.....	Etherton
Halstead, Nora.....	Makanda
Harmes, Nettie.....	Dongola
Harris, Morgan.....	Lake Creek
Hart, Cora.....	Percy
Hawkins, Lena.....	Carbondale
Hayes, Olive.....	Carbondale



NAME.	RESIDENCE.
Hays, Edith L.....	Sedan
Hays, Herbert A.....	Elkville
Hays, Herbert L.....	Sedan
Hayton, Bertha.....	Carbondale
Henerfouth, John.....	Chalfin Bridge
Hight, Iva M.....	Carbondale
Hill, Frances.....	Murphysboro
Hill, Henry M.....	Benton
Holmes, Eva.....	Carbondale
Hunsaker, Chas. A.....	Progress
Johnson, Herbert.....	Olney
Keller, Gertrude.....	DuQuoin
Lipe, Oma.....	Bosky Dell
Logan, Lucy.....	Rice
Long, Myrtle M.....	Fredonia
Manering, Adrian.....	Osage
Manering, Miron.....	Osage
Manning, Chas. A.....	Belle Prairie
Marsh, Nellie A.....	DeSoto
Marvin, Fritz.....	Carbondale
Maxwell, Delpha.....	Carbondale
McCamish, Samuel.....	Carbondale
McCarthy, Jona.....	Carbondale
McGuire, Orley.....	Makanda
McKinney, John Robert.....	Carbondale
McKinstry, Sam.....	Rice
McMinn, Maggie.....	Tamaroc
McMurphy, Carrie.....	Makanda
Mendenall, Harry.....	Woodlawn
Miller, Bessie.....	Wayne City
Miller, Harry F.....	Wayne City
Mitchell, Grace E.....	Corinth
Norfleet, Starkey B.....	Kell
Parker, Jessie.....	Makanda

NAME.	RESIDENCE.
Peace, Chas. E.....	Kell
Perrine, Bert.....	Herrin
Perrine, Cass.....	Creal Springs
Perry, Harry C.....	Carbondale
Pifer, Lelia O.....	Pomona
Power, Emory P.....	Nashville
Presson, Minnie L.....	Carbondale
Purdue, Richard.....	Kell
Reed, Edna M.....	Pulley's Mill
Rendleman, Chas. H.....	Mead
Ridgley, Dow A.....	Parkersburg
Rigden, H. D.....	Carbondale
Roberts, Maude E.....	Carbondale
Roberts, Roy P.....	Marion
Russell, Willie.....	Hallidayboro
Schleuter, J. W.....	Ashley
Scurlock, Guss.....	Carbondale
Simpson, Jeanne.....	ElDorado
Singleton, Enoch J.....	New Hope
Sitter, Charles.....	Anna
Smith, Clyde Leon.....	Carbondale
Smith, Gertrude M.....	Chester
Smith, Minnie.....	Carbondale
Spear, Laura E.....	Ashley
Spence, Grace.....	Carbondale
Sperry, Geo.....	West Salem
Sprague, Mary.....	Cutler
Stafford, Harry E.....	Progress
Stephens, Maggie.....	Carbondale
Stokes, James E.....	Shattuc
Strickland Spencer.....	Sheller
Templeman, George.....	Ellis Mound
Thompson, Myrtle.....	Carbondale
Thompson, Raymond M.....	Carbondale

NAME.	RESIDENCE.
Thornton, Blanche.....	Osage
Valentine, Kenyon.....	Carbondale
Veach, Almus G.....	Vienna
Walker, Chas. M.....	Lake Creek
Walther, Flora.....	Golconda
Weems, Bertha M.....	Johnsonville
Wegener, Edward.....	Red Bud
Wehking, Rose.....	Nashville
Wells, Harry.....	Ryder
White, Willis G.....	Carbondale
Wiley, Bessie.....	Makanda
Woods, Melissa.....	Murphysboro
Young, Clyde.....	St. Francisville
Young, Maude O.....	Makanda

### GRAMMAR.

Aldridge, James H.....	Aldridge
Allen, Lucy I.....	Carbondale
Anderson, Matt.....	Cottage Home
Anthony, Ananias.....	Cape Girardeau
Baldrige, Samuel G.....	Irvington
Besse, Charle.....	Carbondale
Bowyer, Mabel M.....	Carbondale
Branch, Herbert F.....	Carbondale
Brush, Alice.....	Carbondale
Clark, Albert A.....	Carbondale
Dickerman, Percy May.....	Carbondale
Dillinger, Willie.....	Carbondale
Dixon, Roy.....	Carbondale
Doak, Ralph L.....	Carbondale
Elliott, Ralph E.....	Carbondale
Etherton, Irvy Russel.....	Carbondale
Etherton, Leona.....	Carbondale
Etherton, Lewis W.....	Carbondale

NAME.	RESIDENCE.
Etherton, Lulu M.....	Carbondale
Etherton, Mollie.....	Etherton
Etherton, Ruby J.....	Carbondale
Etherton, Winona V.....	Carbondale
Fox, Homer.....	Carbondale
Gain, W. R.....	Carbondale
Gent, Roy.....	Carbondale
Gurley, Lulu.....	Makanda
Gentry, Wm. H.....	Meads
Hagler, Dirindia.....	Etherton
Halstead, Bessie M.....	Makanda
Halstead, Ethel I.....	Makanda
Halstead Floy E.....	Makanda
Hershey, Noble J.....	Lancaster
Hester, Herbert H.....	Carbondale
Holder, Arthur.....	Carbondale
Johnson, Ben H.....	Carbondale
Johnson, Lilla E.....	Carbondale
Kinzel, Conrad J.....	Caspars
Kirk, Bonnie L.....	Carbondale
Kirk, Donald D.....	Carbondale
Lauder, Jessie E.....	Carbondale
Lewis, Mabel.....	Carbondale
Lipe, Charlie.....	Bosky Dell
Lipe, Veary M.....	Bosky Dell
Mandrell, William.....	Ryder
McCourt, Grace.....	Carbondale
McFarlan, James.....	Carbondale
McKinney, Edna.....	Carbondale
Metz, Lynn T.....	Carbondale
Mitchell, John M.....	Carbondale
McNeely, James.....	Pulleys Mill
Neber, Earnest.....	Carbondale
Neely, Kate.....	Azotus



NAME.	RESIDENCE.
Nobel, Francis M.....	Pomona
Parker, Alice.....	Carbondale
Parker, Earle.....	Carbondale
Parkinson, Raymond.....	Carbondale
Pemberton, Grace O.....	Carbondale
Prickett, Hattie.....	Carbondale
Putnam, May Florence.....	Carbondale
Reardon, Willie D.....	Carbondale
Reeves, Ethel C.....	Carbondale
Renfro, Daisy D.....	Carbondale
Robinson, Joseph H.....	Murphysboro
Sanders, Claude.....	Irvington
Savitz, William H.....	Murphysboro
Sitter, Edward.....	Anna
Slagle, John A.....	Carbondale
Slagle, Robert C.....	Carbondale
Smith, Harry E.....	Alto Pass
Smith, Hazel P.....	Carbondale
Smith, Phebe L.....	Carbondale
Snyder, Joseph.....	Carbondale
Storm, Grace E.....	Carbondale
Summerville, Roy.....	Irvington
Taylor, Chas. H.....	Carbondale
Teeter, Robert W.....	Carbondale
Thomas, Charlie.....	Carbondale
Thompson, T. Albert.....	Carbondale
Thompson, Mary E.....	Carbondale
This, Louis S.....	Murphysboro
Trobaugh, Henry R.....	Carbondale
Troy, Wm. P.....	Carbondale
Tygett, Roscoe.....	Carbondale
Vancil, Mollie B.....	Carbondale
Vinyard, Maud.....	Carbondale
Walker, Geo. W.....	Carbondale

NAME.	RESIDENCE.
Wegener, Edward.....	Red Bud
Winbush, Cornelius.....	Beechwood
Winchester, Denver.....	Carbondale
Wisely, Minnie B.....	Vergennes

**INTERMEDIATE.**

Boucher, Nellie.....	Carbondale
Bowers, Mary.....	Carbondale
Branch, John.....	Carbondale
Bullock, Edwin.....	Carbondale
Davis, Elizabeth.....	Carbondale
Dickerman, Mildred.....	Carbondale
Easterly, Charley.....	Carbondale
Easterly, Frank.....	Carbondale
England, Minnie.....	Carbondale
Etherton, Everette.....	Carbondale
Evans, Edward.....	Carbondale
Evans, John.....	Carbondale
Fitzgerald, Ola.....	Carbondale
Hooker, Estelle.....	Carbondale
Ingraham George.....	Carbondale
Jones, Clara.....	Cartersville
Kelley, Stella.....	Carbondale
Kelley, Winona.....	Carbondale
Lewis, Fern.....	Carbondale
Lewis, Orman.....	Carbondale
Lipe, May.....	Carbondale
McCourt, Lee.....	Carbondale
Metz, Ina.....	Carbondale
Muse, Clarence.....	Carbondale
Muse, Marie.....	Carbondale
North, Edgar.....	Carbondale
Parkhill, Elliott.....	Carbondale
Passmore, William.....	Cartersville

## NAME.

## RESIDENCE.

Penrod, Guss.....	Carbondale
Putnam, Grace.....	Carbondale
Simons, Edith.....	Carbondale
Smith, Helen.....	Carbondale
Sponsler, Alvin.....	Carbondale
Sponsler, Bessie.....	Carbondale
Thetford, Bertha.....	Carbondale
Thompson, Mabel.....	Carbondale
Valentine, Hamar.....	Carbondale
Willson, Edith.....	Carbondale
Woods, Harry.....	Carbondale
Wyatt, Elsie.....	Carbondale

## PRIMARY.

Alvis, Dennis.....	Carbondale
Barnum, Herbert.....	Carbondale
Blakeslee, Walter.....	Carbondale
Bowers, Edna.....	Carbondale
Bowers, Esther.....	Carbondale
Branch, William.....	Carbondale
Costolion, Fred.....	Carbondale
Etherton, Homer.....	Carbondale
Evers, Jessie.....	Carbondale
Fitzgerald, Anna.....	Carbondale
Ford, James.....	Carbondale
Grater, Marie.....	Carbondale
Halstead, Wilda.....	Carbondale
Hanford, Chester.....	Carbondale
Hanford, Marguerite.....	Carbondale
Hill, Eva.....	Carbondale
Holmes, George.....	Carbondale
Holmes, Henry.....	Carbondale
Holmes, Willie.....	Carbondale
Kelly, Nettie.....	Carbondale

NAME.	RESIDENCE.
Lewis, Orman.....	Carbondale
Lightfoot, Frank.....	Carbondale
McGuire, Joie.....	Carbondale
Merrymon, Mildred.....	Carbondale
Muse, Clarence.....	Carbondale
Naumann, Willie.....	Carbondale
Neber, Mary.....	Carbondale
North, Frank.....	Carbondale
Ogden, Grover.....	Carbondale
Ogden, Zora.....	Carbondale
Parkinson, Alice.....	Carbondale
Penrod, Jesse.....	Carbondale
Peters, Duce.....	Carbondale
Pickler, Ada.....	Carbondale
Pickler, Irl.....	Carbondale
Porterfield, Robert.....	Carbondale
Rigden, Bernie.....	Carbondale
Scott, Gracie.....	Carbondale
Simons, Robert.....	Carbondale
Slagle, Floy.....	Carbondale
Spence, Edith.....	Carbondale
Spiller, Earl.....	Carbondale
Stephens, James.....	Carbondale
Stephens, Newton.....	Carbondale
Thompson, Theresa.....	Carbondale
Wickham, Louise.....	Carbondale
Woods, Homer.....	Carbondale
Woods, Metta.....	Carbondale



## GENERAL SUMMARY.

Post Graduates.....	10
Seniors .....	17
Normal .....	373
Preparatory .....	149
Grammar .....	90
Intermediate .....	40
Primary .....	48
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TOTAL.....	727
Enrollment in Fall Term.....	409
Enrollment in Winter Term.....	430
Enrollment in Spring Term.....	500
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TOTAL.....	1,339
Average of Terms.....	446 $\frac{1}{3}$

547

## ALUMNI.

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The Alumni Association now numbers three hundred sixty. The large majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed over the Union; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education.

For many years the members of the Association have been requested to send to the Registrar not later than April 1, their addresses in order that the directory may be as nearly correct as possible. Many have done this, but many have failed to do so. The request is again made and with special emphasis, hoping that those persons who have graduated from the University will aid in keeping a correct address of the entire number.

The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below find a list of Officers and Executive Committee followed by an alphabetic list by years of all graduates.

### OFFICERS OF ALUMNI ASSOCIATION.

President, George D. Wham, Olney.

Vice President, Wm. Troy Felts, Cairo.

Treasurer, Otto J. Rude, Carbondale.

Recording Secretary, Miss Minnie J. Fryar.

Corresponding Secretary, Miss Addie Hord.

Historian, John W. Emmerson.

### EXECUTIVE COMMITTEE.

H. J. Alvis, Carbondale; J. T. Ellis, Mt. Vernon; F. H. Colger, Carbondale; Mrs. Adella B. Mitchell, Carbondale; Mary Crawford, Jonesboro.

## CLASS OF 1876.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
1 Brown, John N.....	6	.....	.....
2 Caldwell, Beverly C....	24	President State Normal, .....Natchitoches, La.	
3 Hawthorn, John C. *...		.....	.....
4 Ross, George C.....	6	Dep't. of Int'r, Washington, D.C.	
5 Wright, Mary.....	2	1-2.....	Cobden

## 1877.

6 Barnes, Belle, D. A....	}	.....	Bloomington
Mrs. H. H. Green .....		.....	
7 Burton, Arista.....	17	.....	Colorado Springs, Col.
8 England, James H.....	6	Farmer.....	Carbondale
9 Warder, William H...	3	Mem. of Gen. Assem.....	Marion

## 1878.

10 Caldwell, Delia.....	7	Physician.....	Paducah, Ky.
11 Courtney, Alva C. * ...	21	.....	.....
12 Evans, Charles E. † ...		.....	.....
13 Hanna, James A.....	6	Merchant..	Sulphur Springs, Ga.
14 Hillman, Orcelia B... }	5	.....	Salina, Kas.
Mrs. Merrill.....		.....	
15 Jackson, Sarah E.....	}	.....	DuQuoin
Mrs. H. H. Kimmell....		.....	
16 Kennedy, George R....	1	Merchant...	Murphysboro
17 McAnally, John T....	3	Physician.....	Carbondale
18 McAnally, Mary.....	10	.....	Mt. Vernon
Mrs. N. H. Moss .....		.....	
19 Pierce, Reuben E.....	1	Minister.....	Epworth
20 Plant, Richmond † ....		.....	St. Louis, Mo.
21 Robinson, Edward H...		Physician.....	Chicago
22 Thompson, David G....	6	Lawyer.....	Golconda

## 1879.

23 Burnett, Andrew C †..		Lawyer.....	Lamar, Mo.
24 Farmer, George H....	14	.....	Vandale, Ark.
25 McCreery, Ida M. *....	3	.....	.....
26 Phillips, Lyman T....	2	(Paid tuition one year.) Dentist.....	Nashville

## 1880.

27 Bruck, Lauren L.....	7	Bookkeeper.....	Chicago
28 Gray, Joseph.....	15	Prin. High School .....	Elgin
29 Heitman, Louis.....	4	Pharmacist.....	Chester
30 Hull, Charles E.....		Member State Senate...	Salem
31 Kimmell, Henry A....	6	Farmer .....	Calhoun
32 Mann, Wallace E.....	4	Editor.....	Decatur
33 Ogle, Albert B †.....		Insurance Agent.....	Belleville

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
34 Rentchler, Frank P...		.....	Los Angeles, Cal.
35 Sheppard, Lizzie M. . . }	8	1-2.....	Greeley, Colo.
Mrs. Dr. J. K. Miller. . . }			
36 Warder, Gertrude A... }	8	.....	Wilmette
Mrs. C. J. Michlet..... }			

## 1881.

37 Burton, Charles H.....		Lawyer.....	Edwardsville
38 Hughes, William F.....	9	Surveyor.....	Murphysboro
39 Karraker, Henry W....	13	Farmer.....	Dongola
40 Lorenz, John W.....	4	Druggist.....	Evansville, Ind.
41 Marshall, Oscar S.....		Fruit Grower.....	Salem
42 Marshall, Thomas S....		Bank Cashier.....	Salem
43 Sowers, Mary A..... }	8	.....	Carbondale
Mrs. J. C. Scott..... }			
44 Ward, Edward I.....	11	Minister.....	Aledo

## 1882.

45 Atkins, Wezette..... }	2	.....	Edwardsville
Mrs. C. W. Parkinson.. }			
46 Deardorf, Lizzie M.... }	6	.....	Ballard, Wash.
Mrs. DeMoss..... }			
47 Ennison, Walter J.....		Lawyer.....	Hartford, Conn.
48 Goodall, Adella B. . . }	3	.....	Carbondale
Mrs. H. C. Mitchell.... }			
49 Krysher, Alice..... }	4	.....	Pana
Mrs. W. H. Livingston. }			
50 Mead, Albert E.....	1	Lawyer.....	Blaine, Wash.
51 Parkinson, Arthur E †.		Asso. Ed. Nat. Cyclo-Am. Biog.	Chicago
52 Stewart, Henry A †...		Physician.....	Chicago
53 Wood, John W.....	16	Principal.....	Floresville, Tex.

## 1883.

54 Alexander, F. M.....	2	Minister.....	Ottawa, Kans.
55 Bain, William B. †....		Merchant.....	Vienna
56 Bryden, Margaret..... }	9	.....	Cobden
Mrs. J. N. Fitch..... }			
57 Buckley, Alice M..... }	2	.....	Ottawa, Kas.
Mrs. F. M. Alexander.. }			
58 Fager, Daniel B.....	16	.....	Mt. Vernon
59 Houts, Lilly M.....	4	Stenographer....	Chicago
60 Kimmell, Belle.....	4	.....	Elkville
61 Martin, John.....	4	Physician.....	Tolona
62 Nave, Della A..... }	4	.....	Jonesboro
Mrs. P. E. Hileman.... }			
63 Sprecher, Edgar L *...	5	.....	.....

\*Deceased.

†Paid tuition.



## 1884.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
64 Aikman, Fannie A.*... } Mrs. D. L. Kimmell.... }		.....	.....
65 Beesley, Alicia.....	3	.....	Linn
66 Buchanan, Clara..... } Mrs. H. C. Merrymon.. }	2	.....	Elizabethtown
67 Buchanan, G. V. ....	16	City Sup't.....	Sedalia, Mo.
68 Buchanan, Mary.....	7	.....	Carbondale
69 Burket, Anna L. ....	2	.....	Carbondale
70 Cawthon, Chris C. ....	6	.....	Crab Orchard
71 Duff, Mary B.* .....	1	.....	.....
72 Gill, Joseph B†.....		.....	San Bernardino, Cal.
73 Hendee, Lu Bird.....	7	.....	Fairmount, Neb.
74 Hileman, Philetus E...		Lawyer .....	Jonesboro
75 Jenkins, John H. ....	14	Sup't Schools.....	Cobden
76 Lightfoot, Richard T..	2	Lawyer.....	Paducah, Ky.
77 Ridenhower, Carrie *.. } Mrs. J. L. Mount .....	4	....	.....
78 Thomas, Maud *.....		.....	.....
79 Treat, Charles W... ..	14	Prof. Nat. Sci., Lawrence Univ. .....	Appleton, Wis.

## 1885.

80 Bryden, Helen †.....	3	.....	Carbondale
81 Buckley, Ida M. .... } Mrs. G. W. Warner.... }	1	.....	Freeport
82 Dunaway, Ada L. †.... } Mrs. A. S. Caldwell.... }		.....	Carbondale
83 Fringer, William R. †..	1	Physician.....	Rockford
84 Hull, Gertrude †.....	5	History Teacher High School... .....	Milwaukee, Wis.
85 Lacy, Rurie O. ....	1	Physician.....	Lake City, Colo.
86 Lancaster, Tilman A..	3	Lawyer.....	Lexington, Tenn.
87 Miller, John E. ....	13	.....	East St. Louis
88 Roberts, Mary A. .... } Mrs. M. H. Ogden .....	8	.....	Carbondale
89 Thomas, Kate..... } Mrs. D. L. Chapman... }	4	.....	Murphysboro

## 1886.

90 Allen, Sarah..... } Mrs. J. D. Crenshaw... }	12	Prin. High School....	Carbondale
91 Barber, Florence M... } Mrs. Boyd .....	2	.....	Chicago
92 Brown, Adella A..... } Mrs. J. O. Ashenhurst. }	9	.....	Ohio
93 Fryar, Minnie J. ....	7	Ass't in Literature, S. I. N. U... .....	Carbondale

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
94 Fulton, Alexander H...	12	Mem. Board Exam...	Mesa, Ariz.
95 Hord, Kittie E... } Mrs. C. M. Morgan.... }	10	.....	Portland, Ore.
96 Hundley, Louella *.... } Mrs. J. H. Andrews.... }	8	.....	.....
97 Kennedy, Maggie.....	4	.....	Mexico City, Mexico
98 Loomis, Carrie I..... } Mrs. M. C. McCreery.. }	1	.....	Thompsonville
99 McAnally, Fannie D... } Mrs. D. B. Fager..... }	1	.....	Mt. Vernon
100 Nichols, Louella..... } Mrs. J. G. Irwin..... }	8	.....	Edwardsville
101 Storment, Edgar L.*..	11	.....	.....
102 Williams, Cora ..... } Mrs. R. W. Wiley..... }	2	.....	Pomona, Cal.

1887.

103 Allen, Robert M. †....		Ry. Pass. Agt.....	St. Louis Mo.
104 Blair, Carrie *.....		.....	.....
105 Bryden, Rockwell †....		Postal Clerk.....	Carbondale
106 Campbell, H. M. †....		Clerk.....	Chicago
107 Cleland, Clara B..... } Mrs. Strong..... }	1	.....	Wheeling
108 Cleland, May.....	4	Trained Nurse.....	Chicago
109 Cowan, David J .....	8	Lawyer.....	Vienna
110 Glick, Albion Z .....	2	Agent.....	Carbondale
111 Goodall, Samuel H.....	2	Lawyer.....	Marion
112 Harmon, Mark D.....	4	.....	Grayville
113 Hawkins, Cicero R. . .		State's Att'y.....	Pinckneyville
114 Hewett, Emma L..... } Mrs. W. H. Baltzer.... }	3	.....	Hickman, Ky.
115 Hill, Mary A..... } Mrs. E. L. Storment... }	5	.....	Cartter
116 Hundley, Nannie .....	10	.....	Marion
117 Johnston, Lewis E.....	1	Lawyer.....	Keysport
118 Kirkpatrick, James H. .	7	.....	Custer, Wash.
119 Lawrence, Bertha... .	12	.....	Tipton, Iowa
120 McMackin, Edward G..	2	Dentist.....	Salem
121 Phillips, Louise E.....	2	.....	Chicago
122 Ripley, Charles H .....		Lawyer....	Chicago
123 Scott, Luther T.....	1	Editor Free Press....	Carbondale
124 Searing, Harry R .....		City Treas.—Treasurer S.I.N.U.	Carbondale
125 Sebastian, Julia A.....	11	.....	St. Louis, Mo.
126 Smith, Seva A..... } Mrs. G. S. Hoag..... }		.....	Denver, Colo.
127 Snyder, Lydia E.....	11	.....	North Evanston

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
128 Tait, Minnie A..... } Mrs. C. H. Ripley..... }		.....	Chicago
129 Turner, George T.....	2	County Judge.....	Vandalia
130 Wham, Steuben D.....	8	Farmer.....	Cartter
1888.			
131 Baumberger, Louise... } Mrs. S. M. Inglis..... }	8	Teacher His. East. Ill. Normal..	Charleston
132 Briback, Catherine.... } Mrs. Hans Johnson.... }	8	.....	Cairo
133 Hall, William H. ....	5	Bus. Mngr. Lewis Inst...	Chicago
134 Hickam, Ada..... } Mrs. G. W. Wood..... }	4	.....	Beechwood
135 Johnston, Callie..... } Mrs. Wm. A. Young... }	1	.....	Springfield
136 Leary, Mary E.....	12	Deaf and Dumb Inst.....	Iowa
137 Lindsay, David W....	9	.....	Cal.
138 Morgan, Charles M....	1	Bradstreet Agency, .....	Portland, Ore.
139 Reef, William A †.....	1	Stenographer.....	Denver, Col.
140 Richards, Kate E*.... } Mrs. W. A. Stuart..... }	2	.....	.....
141 Street, Jasper N.....	12	Supt. City Schools.....	Vandalia
142 Trobaugh, Frank E.*..	1	.....	.....
143 Wham, Maggie E.....	11	.....	Deland
1889.			
144 Allyn, Lois A..... } Mrs. D. L. Mason..... }	4	.....	Winchendon, Mass.
145 Bridges, Mary E..... } Mrs. D. L. Malone.... }		.....	Sikeston, Mo.
146 Colyer, Frank H.....	9	Prof. S. I. N. U.....	Carbondale
147 Kinzey, Walter R.....	10	County Supt.....	Tamaroa
148 McMeen, John D.....	10	Principal.....	Keensburg
149 Parkinson, J. M.....	9	.....	Centralia
150 Parks, Elizabeth.....	8	Critic Teacher S. I. N. U.....	Carbondale
151 Wallis, William.....	7	Prin. High School....	Charleston
1890.			
152 Bain, John Charles....		Lawyer.....	Chicago
153 Hackney, Kage G.... } Mrs. F. O. Rogers..... }	3	.....	Waggoner
154 Hull, Bertha †.....	4	Asst. in Drawing, Normal School .....	Ypsilanti, Mich
155 Kellar, Kent E.....	3	Lawyer.....	Ava
156 Lansden, Mary G.....	10	.....	Chicago
157 Ramsey, Joseph E.....	10	County Supt. ....	Mt. Carmel
158 Sams, Fountain F.....	1	Lawyer....	East St. Louis

\*Deceased.

†Paid Tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
159 Smith, Mabel*....			
160 Storment, John C....	10	Principal.....	Pomona, Cal.
161 Torrance, Ann Eliza...	7		Salem
162 Van Cleve, Martin T...	9	Supt. Schools.....	Shawneetown
1891.			
163 Alexander, Anna R....	8		Harvey
164 Beman, George W....	1	Clerk ....	Chicago
165 Blanchard, Guy.....	1	Merchant .....	Tamaroa
166 Boyd, Frank L.....	9	Supt. of Schools...	Boulder, Colo.
167 Burkett, Grace L.....	5		Carbondale
168 Clark, Lulu.....	7		East St. Louis
169 Freeman, James A....	9	Supt. of Schools.....	Trenton
170 Hill, Mary E*.....	3		
171 Holden, Emma... ..	3		St. Louis, Mo.
Mrs. H. A. Ross.....			
172 Hord, Addie.....	7		Cobden
173 Lawrence, J. H.....	7	Prof. Park College,	
		.....Parkville, Mo.	
174 Loomis, Lydia M....	4		Belvidere
175 Peebles, Lizzie S.....	8	County Supt....	Stanford, Mont.
176 Snyder, Arthur J....	9	Superintendent.....	Belvidere
177 Sprecher, Theo. M....	5		Crittendon, Ariz.
178 Steele, Robert E....	1	Physician.....	Lehi, Utah
179 Stern, Lewis.....	9	Supt.....	Fountain City, Wis.
180 Whitney, William†....	2	R. R. Mail Service...	Carbondale
1892.			
181 Ayer, Philip S.....	6	Supt.....	Baxter Springs, Kan.
182 Barr, Jessie Gleim... ..	6		Lehi, Utah
Mrs. Robert Steel.....			
183 Bliss, Anson Lee.....	6	Superintendent.....	Anna
184 Buckley, Elizabeth... ..	1		Carbondale
Mrs. O. J. Rude.....			
185 Bundy, Joseph B.....	6	Manager Tel. Ex. .	Carbondale
186 Cochran, William P...	3	Editor.....	Marble Falls, Tex.
187 Davis, Mary E.....	1		Belvidere
Mrs. A. J. Snyder.....			
188 Emerson, John W.....	8	Superintendent.....	Albion
189 Galbraith, Chas. M....		Asst. Surgeon 6th Ill. Vol.,	
		.....Philippine Islands	
190 Kimmel, E. Lee.....	7		Inman
Mrs. Guy Hick.....			
191 Kimmel, Ruby I.....	8		East St. Louis
192 Lawrence, Blanche....	7		Chicago
193 Lindley, Jno. Wm.....	2	Lawyer.....	Sullivan, Ind.
194 Lirely, Wm. H.....	2	Signal Service.....	Indianapolis
195 Morton, Ralph B.....	2	Lawyer.....	Carterville
196 Nichols, John B.....	7		California

\*Deceased.

†Paid tuition.



NAME.	YEARS.	OCCUPATION.	ADDRESS.
197 Patton, Arthur E. †...		Salesman.....	Chicago
198 Peterson, Grant.....	4	.....	Carterville
199 Ragsdale, Joseph S....	7	Superintendent.....	.....North Judson, Ind.
200 Wallis, Mary.....	3	Asst. in High School.....	Olney
201 Wham, Agnes G..... } Mrs. James Reed..... }	5	.....	Deland
202 Wham, Dora A..... } Mrs. John Pyatt..... }	2	.....	Pyatt

1893.

203 Brown, Robert....	7	Principal.....	Assumption
204 Clendennen, Geo. E....	7	Principal.....	Illioopolis
205 Curtis, Sarah L.....	7	.....	Charleston
206 Davis, Charles H.....	1	Minister.....	Kampsville
207 Glenn, William T.....	6	.....	Belleville
208 Henninger, Jennie.....	5	.....	Clinton
209 Hubbard, Mary E..... } Mrs. Frank Watson.... }	5	.....	Greenville
210 Hubbard, Samuel A....	2	Lawyer..	Mt. Sterling
211 Kell, Omer Adrian...	1	Physician.....	Danvers
212 Lingenfelter, Sarah...	1	Supt. Deaconess Home..	Chicago
213 Moore, Jack N.....	5	Principal....	Walnut Ridge, Ark
214 Renfro, Robert E.....		Real Estate and Loan Agt.	.....Carbondale
215 Rude, Otto J.....	7	Superintendent.....	Carbondale
216 Songer, Mary E.....	5	.....	Kinmundy
217 Stout, Charles L *.....	1	.....	.....
218 Whittenburg, Sarah...	7	County Supt.....	Vienna
219 Woodson, Myrtle F....	6	.....	Austin

1894.

220 Applegath, John L....	4	Farmer.....	Carbondale
221 Applegath, May A.... } Mrs. Arthur Wiswell.. }	4	.....	Carbondale
222 Chandler, Larkin C....	5	Music Teacher.....	Litchfield
223 Burge, Lloyd E.....	3	.....	Centralia
224 Cochran, Maud O.....		Music Teacher, .....	Cape Girardeau, Mo.
225 Dougherty, Andrew J..		2nd Lieut. Regular Army..	.....
226 Ellis, Jacob T.....	6	Superintendent.....	Mt. Vernon
227 Felts, William Troy...	6	High Schools.....	Cairo
228 Hodge, Jennie..... } Mrs. W. T. Felts..... }	2	.....	Cairo
229 Jenkins, Harriet E....	4	.....	Elkville
230 Jay Norman A.....	5	.....	Steeleville

\*Deceased.

†Paid tuition.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
231 Kell, Iva Lucy.....	4	.....	Foxville
232 Kell, Lincoln S.....		Farmer.....	Salem
233 Lakin, Edwin F.....	3	.....	Rochester
234 Longbons, Edward... .	6	Superintendent.....	Metropolis
235 Mohlenbrock, Eric*....	1	.....	.....
236 Ogle, Howard J.†.....		Electrical Engineer....	Belleville
237 Phillips, Myrtle K. ... }			
Mrs. H. Z. Zuck..... }		.....	Tempe, Ariz.
238 Pugh, Charles H.....	5	Agent for Werner Co.....	.....
339 Ramsey, Estelle.....	2	.....	Oskaloosa
240 Smith, Edgar A‡.....		Physician.....	Chicago
241 Williams, Arthur E....	4	.....	Mt. Vernon

1895.

242 Anderson, Margaret...	5	.....	Carbondale
243 Baker, Rhoda May†....	2	.....	Cottage Home
244 Barton, Josie M..... }	2	.....	Salem
Mrs. Fred Goodnow.... }			
245 Baughman, Ola..... }		.....	Flora
Mrs. G. H. Bainum .... }			
246 Bennett, Francis W†..	4	.....	Cairo
247 Davidson, Mary..... }		.....	Greenville
Mrs. J. T. Taylor..... }			
248 Ferrill, Minnie.....	5	.....	Carterville
249 Ferrill, Nora.....	1	.....	Carterville
250 Haney, Thomas J.....	4	Principal....	Atwood
251 Jones, David Oscar....	5	.....	DeSoto
252 Kell, Albert Baker....	2	.....	Salem
253 Lee, Homer Dalton....	3	Merchant.....	Carbondale
254 Nichols, Cora E.. .... }	1	.....	DeSoto
Mrs. D. O. Jones..... }			
255 Patterson, John E....	5	High School....	Evansville, Ind.
256 Roane, Emma H.....	4	.....	Mt. Vernon
257 Snider, Fred M.....		Merchant.....	Carbondale
258 Sowell, Myrtle I.....	2	.....	Paducah, Ky.
259 Williams, Charles J.‡..		R. R. Clerk.....	Sparta
260 Yourex, Mabel Clare..	4	Principal....	Calumet, Mich.

1896.

261 Boomer, Cincinnatus..	4	.....	New Grand Chain
262 Crane, Ezra .....	2	R. R. Mail Service....	Tamaroa
263 Cundiff, Viola V..... }	2	.....	Cairo
Mrs. J. J. Rendleman.. }			
264 Edman, Mate.....	4	.....	Charleston
265 Etherton, Guy E.....		Minister.....	Nebraska
266 Flint, Minnie Ruth....	3	.....	Salem
267 Gilbert, John Philo....	2	Student Univ. of Ill.,	Champaign
268 Harker, Oliver A.‡ ....		Student Univ. of Ill.,	Champaign

\*Deceased.

†Paid tuition.

‡High School.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
269 Hobbs, Matilda J..... } Mrs. Fred M. Snyder... }	2	.....	Carbondale
270 Karraker, Ira O.....	2	Bank Cashier .....	Jonesboro
271 McCormick, George....	4	.....	Danvers
272 McGahey, Leah C.....	4	.....	Olney
273 Perrot, Richard H.....	3	.....	Nokomis
274 Peters, Mabel K .....	3	Teacher Ninth Grade, .....S. I. N. U.,	Carbondale
275 Roberts, George L. § ...		.....	Corinth
276 Robinson, Samuel T...	4	Superintendent.....	Hillsboro
277 Royal, Stella Ethel.... } Mrs. Frank Moore..... }	1	.....	Villa Ridge
278 Spiller, Adelbert L....		Lawyer.....	Dixon
279 Taylor, Oscar T.....		Farmer.....	McClure
280 Thompson, Bessie M....		Librarian S. I. N. U.,	Carbondale
281 Thompson, Ralph § ....		Clerk in Naval Store, .....Cavite, Philippine Islands	
282 Truscott, Laura M....	3	Principal.....	Pinckneyville
283 Wham, George D.....	4	Principal .....	Olney
1897.			
284 Amon, Bertram*.....	1	.....	
285 Barter, Rachel Jane...	1	.....	South America
286 Berkey, Helen Lucile..	3	.....	Murphysboro
287 Boulden, Hattie Anna..	2	.....	Fordice, Ark.
288 Bridges, Abbie L..... } Mrs. John Davis..... }	2	.....	Chicago
289 Bridges, Ella L.....	3	.....	Dalton
290 Bridges, Rolland E....		Bookkeeper.....	Chicago
291 Burkhardt, Carl .....		Merchant.....	Marion
292 Clements, Louis § ....	1	Student N. W. Univ.,	Chicago
293 Crawford, Mary § ....	3	.....	Jonesboro
294 Cross, Arthur G.. ....	2	.....	Shiloh Hill
295 Etherton, William A..	2	Student Univ. of Ill.,	Champaign
296 Hayes, May Keeney...		Student in Art Institute,	Chicago
297 Kirk, Jay T.....	1	Student Eureka College,	Eureka
298 Kissinger, Uriah.....	3	.....	Elkhart
299 Marberry, William T..	2	.....	Reevesville
300 McAnally, Jesse Frank	3	.....	Mt. Vernon
301 McKown, James Edgar	3	.....	Paxton
302 Parkinson, Daniel M...		Mgr. Tel. Exch.....	Carbondale
303 Peters, Helen N .....		Student of Music.....	Chicago
304 Phillips, Lucy Haven..	2	Music Teacher.....	Tempe, Ariz.
305 Pickerell, Per.....	3	.....	El Paso
306 Reef, Edmund W.....		Postal Clerk .....	Carbondale
307 Roberts, Arthur.....	1	Ins. Agent.....	Dubuque, Iowa
308 Roe, Nellie.....	1	.....	Carbondale
309 Stewart, Ellen.....	3	.....	Elko
310 Weller, Nellie.....	3	.....	Murphysboro
311 White, Maud.....	3	.....	Carbondale
312 Woods, William H....	2	.....	Lockhart, Texas

\*Deceased.

§High School.

1898.

NAME.	YEARS.	OCCUPATION.	ADDRESS.
313 Alvis, Harry J.....	2	.....Critic Teacher in S. I. N. U.	
314 Barnum, J. A.....	2	.....Hartsburg	
315 Barrow, James W.....	2	Superintendent....	McLeansboro
316 Boucher, Andrew S....	1	Prin. High School..	Edwardsville
317 Buchanan, Nina O....	1	.....	Vincennes, Ind.
318 Clements, Robert.....	1	Student N. W. Univ....	Chicago
319 Cowan, John F....	1	.....	Carterville
320 Crawshaw, Solomon....		.....	Carbondale
321 Fly, Wm. C.....	2	.....	Creal Springs
322 Gilbert, Ida M.....	}	.....	Murphysboro
Mrs. Morris Phillips...			
323 Huggins, Margaret....	2	.....	Salmon City, Idaho
324 Hypes, Cornelia A....	2	.....	Carbondale
325 Jack, Jessie.....	2	.....	Kinmundy
326 Munger, Robert P....		Sten. R. R. Office....	Carbondale
327 Ozment, Fannie.....	1	.....	Decatur
328 Parkinson, Franklin A.		Asst. Clerk.....	Murphysboro
329 Patten, Lucy H.....	2	.....	Carbondale
330 Perry, Mary Helen....	2	.....	Decatur
331 Quackenbush, Chas. A.	1	Student in Chicago Univ.	
332 Rhoads, Miriam E....	2	.....	Laredo, Texas
333 Shepherd, A. E.....	2	.....	Grand Tower
334 Snider, Kate... ..		.....	Carbondale
335 Thornton, Edna.....	2	.....	DeSota
336 Thornton, Nina.....	2	High School.....	Benton
337 Toler, William L.....	2	Superintendent.....	Jonesboro
338 Wilson, Margaret.....	2	.....	Hillsboro

1899.

339 Blake, Edward L.....	1	.....	Dongola
340 Brainard, Pearl.....	1	.....	DeSota
341 Brainard, Stuart.....	1	.....	Sato
342 Brewster, Libbie.....		Student.....	Kalamazoo, Mich.
343 Cisne, W. G.....	1	.....	Fairfield
344 Cowan, James P.....	1	.....	Campbell Hill
345 Crawford, J. E.....	1	.....	Christopher
346 Etherton, James M....		Merchant... ..	Carbondale
347 Grove, Bessie L.....	1	.....	Gilman, Minn.
348 Haldaman, Margaret..		.....	Decatur
349 Harris, W. O.....	1	.....	Emet, Ind. Ter.
350 Hooker, Lulu T.....		.....	Carbondale
351 Karraker, Orville M...	1	Principal.....	Harrisburg
352 Marchildon, John W...		Student Rush Med. Col..	Chicago
353 McConaghie, Thomas..		.....	Ashville
354 McKittrick, F. D.....	1	Superintendent.....	Kinmundy
355 Murphey, Gordon.....	1	.....	DeSota
356 Palmer, Myrtle Irene..	1	.....	Carbondale
357 Pruett, Charles F... ..	1	.....	Kinmundy
358 Roe, Edith.....	1	.....	Campbell Hill
359 Stewart, Josephine....	1	.....	Edwardsville
360 Webkemeyer, Chas. W.		.....	Campbell Hill



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